

**Teachers' Perception of Digital Media's Role in the Socio-Emotional Development of
Children Aged from Infancy to Eight Years**

By

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A thesis submitted to BRAC Institute of Educational Development in partial fulfilment of the
requirements for the degree of
Master of Science in Early Childhood Development

Brac Institute of Educational Development

Brac University

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Declaration

It is hereby declared that

1. The thesis submitted is my/our own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I/We have acknowledged all main sources of help.

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A handwritten signature in black ink, appearing to read 'Shuchi', is written above a horizontal line.

Student Full Name

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Teachers' Perception of Digital Media's Role in the Socio-Emotional Development of Children Aged from Infancy to Eight Years

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Ethics Statement

Title of Thesis Topic: _____

Student name: _____

1. Source of population

2. Does the study involve (yes, or no)

- a) Physical risk to the subjects
- b) Social risk
- c) Psychological risk to subjects
- d) discomfort to subjects
- e) Invasion of privacy

3. Will subjects be informed about (yes or no)

- a) Nature and purpose of the study
- b) Procedures to be followed
- c) Physical risk
- d) Sensitive questions
- e) Benefits to be derived
- f) Right to refuse to participate or to withdraw from the study
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4. Will signed verbal consent be required (yes or no)

- a) from study participants
- b) from parents or guardians
- c) Will precautions be taken to protect the anonymity of subjects?

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- a) Proposal
- b) Consent Form
- c) Questionnaire or interview schedule

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Abstract

The rapid expansion of digital technologies has reshaped early childhood environments, presenting both educational opportunities and developmental concerns. While digital media can support interactive learning, growing evidence suggests that excessive or unsupervised exposure during the formative years (0–8) may hinder socio-emotional development. This period is crucial for acquiring emotional regulation, empathy, and social skills, which are best nurtured through responsive and reciprocal interactions with caregivers and peers. In Bangladesh, shifting family structures and increasing parental work demands have reduced children's social engagement, heightening their reliance on digital devices. This qualitative study examines early childhood teachers' perceptions of digital media's impact on the socio-emotional development of children aged 0–8 years, informed by Vygotsky's socio-cultural framework. It explores teachers' observations of children's behaviours, their mediation strategies, and their views on digital media's developmental benefits and risks. By foregrounding teachers' experiential insights, the study addresses a critical gap in the literature and informs policy, curriculum, and professional development in early childhood education in Bangladesh.

Keywords: digital media, socio-emotional development, Early childhood, teachers' perspective, Bangladesh, Vygotsky's Socio-Cultural Theory.

Dedication

This study is dedicated to the teachers and learners who work towards building today and tomorrow.

Acknowledgement

I would like to acknowledge all the hard work of my parents, teachers and my younger sibling.

Without their support, this would never have been possible.

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List of Acronyms:

ECD	Early Childhood Development
AAP	American Academy of Paediatrics
WHO	World Health Organisation
UNCRC	United Nations Convention on the Rights of Children
TG	Target Group
IDI	In-depth Interview
FGD	Focus Group Discussion
COVID -19	Coronavirus Dieses 2019

Chapter I: Introduction and Background

Introduction and Background

Children today are surrounded by both traditional and modern digital media platforms. Studies on conventional media like television have shown that both the duration of exposure and the type of content can negatively influence children's health. In recent years, digital platforms- including interactive and social media- have grown considerably. Research suggests that these newer technologies may offer educational advantages but also pose potential health risks to children (American Academy of Paediatrics, 2016). The same report highlights that children under two are in a critical stage of developing cognitive, language, sensorimotor, and social-emotional skills, which are most effectively nurtured through hands-on experiences and meaningful interactions with caregivers. Therefore, adult involvement is essential for children to benefit educationally from digital media. It is critical to comprehend teachers' viewpoints. The key purpose of the following study is to investigate how educators view digital media and its contribution to young children's development. Childhood experiences, not just in Bangladesh but also around the globe, have changed because of the increasing availability of digital devices. Smartphones, tablets, and interactive media have become a standard play, communication, and learning tool among young children (Radesky, Schumacher, & Zuckerman, 2015). While digital media provides an array of opportunities for engagement and information access, it also raises questions about potential risks to children's socio-emotional development. For instance, concerns about excessive screen time contributing to reduced face-to-face interaction and impaired emotional regulation have emerged (Madigan et al., 2019). Teachers play a pivotal role in

mediating children's digital media use and observing its effects within educational environments, where social and emotional skills are actively developed (Wartella, Lauricella, & Calvert, 2016). As described by Shonkoff and Phillips, Early Childhood Development (ECD) is the physical, cognitive, emotional, and social growth that occurs from birth through age eight, with the 2- to 5-year range being a critical period for foundational socio-emotional skills. During this time, children learn to recognise and express feelings, manage frustration, and develop social competencies such as sharing, empathy, and cooperation (Denham et al., 2012). Research highlights that positive socio-emotional development in early childhood predicts better academic achievement, mental health, and interpersonal relationships later in life (Eisenberg, Spinrad, & Eggum, 2010). The classroom environment, shaped significantly by teachers, offers vital contexts where children practice and refine these skills through interactions with peers and adults (Paanta & Hamre, 2009).

The advent of digital media has introduced new dynamics into early childhood experiences. Devices designed for young children often combine entertainment and educational content, aiming to support learning through interactive engagement (Kirkorian, Wartella, & Anderson, 2008). However, the impact of digital media on socio-emotional development remains complex and somewhat contested. On the positive side, certain digital tools can enhance language development and promote social interaction, especially when mediated by adults (Roseberry, Hirsh-Pasek, & Golinkoff, 2014). Conversely, unregulated or excessive use may detract from direct human interaction, crucial for practising emotional understanding and social skills (Madigan et al., 2019). Teachers increasingly face the challenge of integrating digital media effectively into early learning settings while safeguarding children's socio-emotional health (Livingstone & Helsper, 2008).

Teachers serve as critical agents in shaping children's experiences with digital media. They observe how children engage with digital tools, identify behavioural and emotional responses, and implement mediation strategies to guide appropriate use (Nikken & Schols, 2015). Teachers' mediation can include setting time limits, selecting educational content, and encouraging offline social activities that complement digital experiences (Wartella et al., 2016). Furthermore, teachers provide emotional support and model social behaviours, helping children interpret and express feelings that may arise from digital interactions (Piotrowski & Valkenburg, 2016). Their perceptions of digital media's benefits and risks deeply influence classroom practices and policy development around screen use in early childhood education.

Statement of the Problem

Despite digital media's growing presence in young children's lives, considerable uncertainty remains regarding its effects on socio-emotional development. Current guidelines often focus on screen time limits but may overlook the nuanced role of content quality, context, and mediation (AAP, 2016). Moreover, the socio-emotional domain is inherently complex, encompassing diverse skills from emotional regulation to social competence, which digital media may differentially impact.

Children during their early years (infancy to 8) are especially vulnerable because their socio-emotional skills rapidly develop, and their cognitive abilities to interpret media critically are limited (Anderson & Hanson, 2010). This age group relies heavily on direct social interactions for learning emotional cues and social norms, which may be compromised if digital media use replaces interpersonal experiences (Singer & Singer, 2013). Early disruptions in socio-emotional development can have long-lasting effects, highlighting the importance of understanding how digital media factors into this developmental period.

Despite its importance, research focusing specifically on children aged from infancy to 8 years and their socio-emotional outcomes related to digital media remains limited. Most studies generalise findings across broader age ranges, potentially overlooking developmental nuances (Nathanson, 2015). Equally underrepresented are teachers' voices: their experiential knowledge and observations provide critical insights but are seldom foregrounded in the literature (Brenner et al., 2018). Addressing these gaps is crucial for developing evidence-based recommendations tailored to early childhood education settings. The development of emotional and cognitive systems is deeply shaped by social experiences, which also play a crucial role in shaping an individual's values, attitudes, and behaviour patterns (Warren & Stifer, 2008).

In urban areas of Bangladesh, the gradual shift from extended to nuclear families has created significant changes in the caregiver environment. With both parents increasingly engaged in work outside the home, children are often left with limited adult interaction. Teachers report that this lack of engagement is compounded by a growing reliance on digital media to occupy children during their parents' absence. As screen devices become more accessible, children spend more time on smartphones and televisions—often unsupervised—which reduces opportunities for peer interaction and emotional learning (Kabir & Madria, 2021; UNICEF, 2020).

From a teacher's perspective, this overexposure to digital media during early childhood has noticeable effects on children's socio-emotional development. Many young learners struggle to manage emotions, lack empathy, and struggle to collaborate or communicate effectively with peers. These observations align with global research, which warns that excessive screen time—especially in the absence of adult co-engagement—can lead to behavioural challenges, emotional

dysregulation, and developmental delays in social skills (American Academy of Paediatrics, 2016; Radesky et al., 2019).

Despite this, the issue often remains overlooked in many households, where digital media is considered harmless or educational. Teachers emphasise that while digital tools can be beneficial when used in moderation and under guidance, they cannot replace the critical role of human interaction in shaping a child's social and emotional development.

Purpose of the Study

With the growing number of digital media users worldwide, concerns around children's holistic development are now in question. This research investigates the intersection of digital media exposure and the socio-emotional development of children under eight. By focusing on early childhood, the study has sought to understand how online environments may influence the socio-emotional development of children aged from infancy to 8 years and what measures can be taken to ensure a healthier, simultaneously safer digital experience for young users.

The study aimed to analyse the potential negative impacts of digital media use on the socio-emotional development of young children. This includes exploring how unregulated exposure to digital media may affect emotional regulation, social skills, and behavioural patterns during early childhood.

The study further explored these impacts through the lens of Vygotsky's socio-cultural development. Using this theoretical framework, the study assessed how digital interactions shape development within the realms of the digital environment and children's position and connection with the environment.

Another key area of investigation was the role of teachers in guiding and mediating children's digital media use. The study also explored how teachers can foster safer digital habits and support healthy developmental outcomes through active involvement and supervision.

Finally, the aim of this research was also to recommend developmentally appropriate strategies for enhancing internet safety in early childhood settings. These strategies were grounded in both empirical evidence and theoretical insight, aiming to provide practical tools for parents, educators, and policymakers.

Significance and Justification of the Study

Digital technologies have progressively become an integral part of the lives of children for communication, as well as learning and playing (Salwa, 2023). About 90.3% (Salwa, 2023) of the child patients suffering from speech and language delay used to use electronic devices in the UAE. Similarly, in Asia, it was found that the prevalence of TV exposure greater than one hour/day was 76.7% among two-year-old children (Intusoma, 2013). In Bangladesh, the number is not that promising either. In a study conducted in Bangladesh, it was observed that nearly half (41.8%) of patients belonged to the age group 2-3 years (Kundu, 2024). The same study concluded that excessive screen use is associated with many co-occurring conditions like sleep disturbance, behavioural problems, GIT problems, etc (Kundu, 2024).

Children's overall health is also at risk due to prolonged use of digital media and technology. In their research, Nathanson and Beyens found that 3- to 5-year-old children who used tablet devices in the evening hours (1) went to bed later, (2) resisted bedtime more, and (3) had shorter sleep durations compared with other children (2021).

To foster generations in Bangladesh that are emotionally resilient, socially competent, and behaviorally responsible, it is crucial to understand the early processes of socio-emotional

development as well as the role teachers —particularly educators—play in shaping this growth. In the Bangladeshi context, where access to technology is rapidly expanding even in rural areas, children are increasingly exposed to digital media from an early age (UNICEF Bangladesh, 2020). Socio-emotional development is rooted in secure relationships and consistent adult interaction, which help children develop skills such as emotional regulation, empathy, and social behaviour (National Scientific Council on the Developing Child, 2004; Denham, 2006). As digital media becomes more integrated into daily life, it is imperative to explore how these tools are influencing children's development, especially in a country where early childhood education infrastructure and digital literacy among caregivers are still evolving. This study, therefore, aims to explore teachers' perceptions of digital media's role in the socio-emotional development of children aged 0–8 years in Bangladesh. These insights have the potential to contribute to evidence-based policymaking, curriculum development, and capacity-building initiatives for early childhood professionals in the country.

Research Questions

1. What are the perceptions of teachers about the role of digital media for children aged from infancy to 8 years?
2. What are the consequences of using digital media for children aged from infancy to 8 years on their socio-emotional development?

Operational Definitions

Digital Media

For this study, digital media refers to electronic content accessed through digital devices such as smartphones, tablets, computers, and televisions. This includes both passive consumption (e.g., watching videos, listening to music) and interactive engagement (e.g., educational apps, games,

and online storytelling platforms). In line with the American Academy of Paediatrics (AAP, 2016), digital media use in early childhood is defined as any screen-based interaction initiated or guided by a child, caregiver, or educator within structured or unstructured settings. Furthermore, digital media can be categorised into educational and recreational content, with varying implications for developmental outcomes (Chaudron et al., 2015).

Socio-Emotional Development

Socio-emotional development in children from infancy to 8 years refers to their capacity to experience, regulate, and express emotions, develop empathy, form secure relationships, and engage in meaningful social interactions. This also includes the child's ability to manage impulses, resolve conflicts, and adapt to different social environments (Denham et al., 2012). According to the Centre on the Developing Child (Harvard University, 2011), healthy socio-emotional development is foundational for lifelong mental health and learning readiness. In this study, socio-emotional well-being is assessed through the lens of teacher observations and perceptions, focusing on emotional regulation, peer interaction, empathy, and self-concept.

Teacher Perception

Teacher perception is defined as early childhood educators' subjective interpretations, beliefs, attitudes, and experiences regarding the impact of digital media on young children's development. These perceptions are influenced by personal beliefs, pedagogical training, institutional policies, and observed behavioural patterns in children (Brenner et al., 2019). In this study, perception includes how teachers interpret children's responses to media use, the benefits or concerns they associate with media exposure, and the strategies they employ to balance media use in the classroom or teaching environments.

Early Childhood Educators (Teachers)

For this research, early childhood educators or teachers refer to individuals who provide educational and developmental care for children from infancy to 8 years in formal or semi-formal settings such as daycares, preschools, or early learning centres. These educators typically hold relevant qualifications in early childhood education and are responsible for observing, supporting, and reporting on children's developmental progress (Sheridan et al., 2009).

Children (Aged 0-8 Years)

In this thesis, children are defined as those between the ages of 0 months and 96 months (8 years). This age range corresponds to infancy, the pre-primary or preschool developmental stage characterised by rapid cognitive, emotional, and social growth. According to the World Health Organisation (2020), this is a critical window for shaping emotional resilience, social behaviours, and foundational learning competencies, making it a sensitive period for studying the effects of external stimuli such as digital media.

Chapter II: Literature Review

Teachers' Perceptions of Digital Media in Early Childhood Years

From the definition provided by the UN a "child" as a person below the age of 18 (UNCRC, 1989), and the period of human development from prenatal through the transition into the early primary grades, 0-8 years of age (The Future of Our Children, 2014) will be considered as early childhood years. For Heckman, Early health and early childhood development from birth to age 5 is a form of preventive health and economic investment that drives achievement and economic returns. Within the first year of life a child's brain becomes double its initial size and progresses to grow upto 80% of an adult brain size by the age of 2 years (Gilmore, 2018). Speech and language development are also important milestones. Both are a sensitive and critical period when language is rapidly acquired, and environmental stimulation and linguistic input from caregiver's aid language acquisition (Salwa, 2023).

During early childhood years, children begin to manage frustration and regulate emotional responses, skills essential for healthy social interactions and personal well-being (Eisenberg et al., 2010). Emotional literacy developed in this period lays the foundation for empathy and emotional resilience later in life.

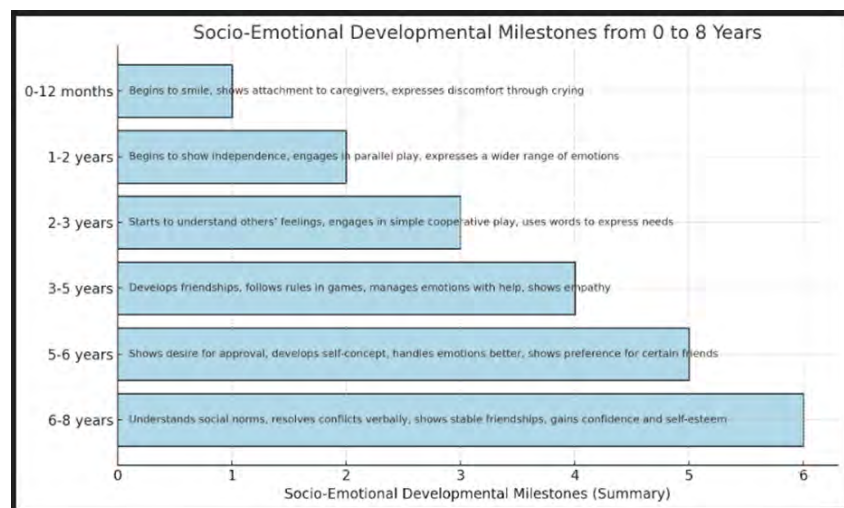


Image 1: Synthesized from CDC, 2022; UNICEF, 2017; Papalia & Feldman, 2011

Socio-emotional development in early childhood involves learning to understand and manage emotions, build relationships, and develop a sense of self. These abilities evolve through interaction with caregivers and the broader social environment.

According to the Centres for Disease Control and Prevention (2022), socio-emotional milestones are evident from infancy through middle childhood. For instance:

- By 6 months, babies begin to recognise familiar faces and show curiosity about others.
- By 1 year, they may show fear of strangers and have favourite people or toys.
- By 2 years, children start to show more independence and interest in playing alongside others.
- By 3–4 years, children learn to take turns, show concern for others, and manage emotions with support.
- Between 5–8 years, they develop friendships, understand social rules, and begin to manage emotions more independently.

UNICEF (2017) emphasises that the first 1,000 days—from conception to age two—are critical for brain development, with long-lasting impacts on social-emotional health. Toxic stress, poverty, and lack of responsive caregiving can disrupt this development. Supportive family environments, nurturing caregivers, and early learning opportunities play a protective role in ensuring children meet socio-emotional milestones.

According to Papalia & Feldman (2011), socio-emotional development is strongly influenced by attachment styles, parenting practices, and cultural contexts. Emotional regulation, self-concept, and prosocial behaviour (like empathy and cooperation) become more refined as children grow, particularly in environments that provide consistency, warmth, and opportunity for peer interaction.

Effective mediation includes setting usage limits, selecting developmentally appropriate content, and encouraging children to balance screen time with social play (Nikken & Schols, 2015).

Teachers also emphasise modelling healthy digital habits and fostering children's emotional expression beyond digital interfaces (Piotrowski & Valkenburg, 2016).

Despite increasing attention to digital media's role in childhood development, significant gaps remain. Few studies isolate the 2-5 age group to examine socio-emotional outcomes specifically, leading to a lack of developmentally targeted insights (Nathanson, 2015). Additionally, teachers' perceptions and experiences are underrepresented, leaving a critical perspective unexplored (Brenner et al., 2018). Finally, much research focuses on screen time quantity rather than the quality of interactions and content, limiting understanding of nuanced effects on socio-emotional well-being (Radesky et al., 2015).

Teachers' perspectives align with empirical findings that digital media's influence on socio-emotional development is complex and context-dependent. Adult mediation emerges as a key factor in maximising benefits and minimising risks. While many studies address the impact of digital media on child development, there is limited research focusing specifically on teachers' perceptions regarding the socio-emotional effects of digital media on children aged 2 to 5 years (Edwards, 2016; Golen & Ventura, 2020). Most existing literature emphasises parental mediation or direct child outcomes but underrepresents early childhood educators' viewpoints and strategies (Livingstone & Helsper, 2008; Vandewater & Lee, 2009).

Impact of Digital Media on Socio-Emotional Development

Few studies explore how digital media use in classroom settings affects socio-emotional development holistically, including both emotional regulation and social skills, within this critical age range (Piotrowski & Valkenburg, 2016; Yelland & Gilbert, 2012). This gap

highlights the need for research that integrates teacher perspectives, technological impacts, and socio-emotional well-being to inform best practices in ECD contexts.

Digital media's role in the socio-emotional development of children aged 2 to 5 is multifaceted, offering both potential benefits and risks. Teachers' perceptions provide valuable insights that bridge research and practice, highlighting the importance of adult mediation and content quality. Addressing current gaps by focusing research specifically on this vulnerable age group and incorporating educators' voices will enhance understanding and support effective interventions. Future efforts must balance digital innovation with nurturing the social and emotional foundations critical for children's lifelong well-being.

Digital media use among children under five has risen significantly and is now deeply embedded in family life, despite concerns about its potential harm to young children. Traditional measures of screen time fail to reflect the complex factors influencing how families interact with media. Recognising this gap, researchers propose a shift from focusing solely on screen time to examining family media ecology through the DREAMER framework—an approach that emphasises dynamic, relational, and ecological influences. This model aims to provide more comprehensive assessments of digital media's impact on child development and offers a roadmap for future research (Barr, Linebarger, et al., 2023).

Social skills, including sharing, cooperation, and conflict resolution, emerge alongside emotional competencies. Interaction with peers and adults helps children internalise social norms and build relationships (Rubin, Bukowski, & Laursen, 2011). Research presents mixed findings. Some evidence shows that high-quality, interactive digital media can support language acquisition and joint attention when adults' mediate usage (Roseberry et al., 2014). However, excessive or unsupervised screen time correlates with behavioural issues, attention deficits, and poorer

emotional regulation (Madigan et al., 2019). These outcomes underscore the significance of mediation style and content type in determining digital media's impact.

Children acquire new concepts and knowledge through action (Vygotsky, 1962). According to Vygotsky, external influences like language, social interaction, and the larger society work as a great catalyst for children and their socio-emotional development. Children's intellectual development involves connecting language and thinking. Both of which are active processes where a child needs to be scaffolded to their true potential (Vygotsky, 1962). However, due to the increase in a digitised lifestyle, children are now showing signs of speech delay and other developmental delays (Hossain et.al, 2023). However, in modern times, the urban learning setup is mostly based on digital services. For toddlers (12–30 months), evidence is inconsistent on learning through interactive video platforms, ranging from some learning in socially contingent “video chat” to negligible learning in scenarios with less scaffolding (Myers, 2017).

The use of smartphones has also increased noticeably in the lives of children under the age of 2-5 years (Hossain et.al, 2023). According to research conducted in 2023 titled Bangladeshi Young Children's Smartphone Use: Status and Parents' Awareness, Muhammad Tofazzel Hossain and team, 44% of children spent more than 1 hour on the smartphone screen. This is higher than the screen time recommended in the AAP guidelines. From the same research we get about 65% of parents give their children smartphones as a mode of entertainment, 62.3% for learning, 42.9% for keeping children calm, 37.7% for feeding, and 23.4% for keeping children busy during work. The data also suggests, 77% of parents found different developmental delays connecting directly with children's exposure to smartphone use (Hossain et.al, 2023). Parents have reported seeing negative characteristics like lack of sleep, mood swings, speech delay, hyperactivity, stress, depression, anxiety, and obesity in their children (Hossain et.al, 2023).

Teachers often recognise digital media as a double-edged sword—offering educational benefits but posing risks to social skills and emotional health (Wartella et al., 2016). Many advocate for guided use, integrating digital tools into social learning contexts rather than allowing passive consumption. They report observing that children who overuse digital media sometimes show reduced empathy and increased social withdrawal (Brenner et al., 2018).

Context of Bangladesh

Like many developing countries, Bangladesh continues to face considerable challenges in advancing Early Childhood Development (ECD). A World Health Organisation (WHO) assessment identified Bangladesh among the top ten countries with the highest numbers of impoverished children who are at serious risk of impaired cognitive and socio-emotional development (Irwin, Siddiqi, & Hertzman, 2007). The most recent Multiple Indicator Cluster Survey (MICS) in 2019 reported that nearly one-third of children aged 3 to 4 years are not reaching the expected milestones in social and emotional development. Furthermore, children exposed to physical or psychological abuse are significantly more likely to experience delays in these developmental domains (Alam et al., 2021).

Maternal health, particularly mothers' physical and mental well-being, plays a crucial role in shaping children's cognitive and socio-emotional outcomes, although its influence on physical growth or academic skills appears less direct (Alam et al., 2021). In the context of Bangladesh, where nuclear families are becoming more common and urbanization is rapidly changing family dynamics, many children receive less direct adult interaction and supervision. Consequently, caregivers often resort to digital media such as television, smartphones, and tablets as sources of entertainment or learning for their young children (Kabir & Madria, 2021). While digital media can offer educational benefits, excessive unsupervised screen time is increasingly being linked

with socio-emotional challenges, including difficulties in emotion regulation, reduced empathy, and behavioural problems (American Academy of Paediatrics [AAP], 2016; Radesky et al., 2019).

Teachers and early childhood educators in Bangladesh have observed these patterns firsthand. They report that children's overexposure to digital media often coincides with reduced opportunities for real-world social interactions, which are critical for developing communication skills, empathy, and emotional resilience. Given the growing prevalence of digital media use, it is essential to understand parents' and caregivers' perceptions and practices regarding children's socio-emotional development in this changing environment. This understanding will help identify potential risk factors and inform interventions aimed at promoting balanced media use alongside nurturing social experiences that support healthy emotional growth.

Moreover, addressing socio-emotional development in Bangladesh requires a multi-layered approach that includes enhancing parental awareness, strengthening community support systems, and integrating digital literacy into early childhood programs. Early intervention is vital to reduce the long-term negative impact on children's mental health, learning capacity, and social adjustment. This study aims to explore the perspectives of teachers on the role of digital media in children's socio-emotional development, identify caregiving practices that foster or hinder healthy growth, and contribute to shaping effective policies and programs for ECD in Bangladesh.

Chapter III: Methodology

Research Approach and Design

This is qualitative research. Qualitative research involves the collection, analysis, and interpretation of comprehensive narrative and visual data (i.e., non-numerical data) to gain insights into a particular phenomenon of interest (Gay et al., 2012). Qualitative research is shaped by its philosophical foundations, namely the ontologies, epistemologies and the methodologies that researchers adopt in designing their studies, along with the assumptions they bring to data collection, analysis, and interpretation (Khagram et al. 2010). It often examines the reasons and causes behind behaviours and experiences by asking the questions of ‘how’ and ‘why’. Qualitative research uses texts, research reports, and video/audio files to gather complex lines of evidence for concepts, opinions, and subjective experiences. As this research also followed the qualitative research method, we have gathered secondary research materials using non-numeric data collection methods.

Research Site

The research was conducted in two different cities - Dhaka and Khulna. For Dhaka city, the research took place at a well-reputed daycare and preschool facility in Gulshan. The research was based on a corporate-based urban setup. As the cities in Bangladesh witness more digital media use in children, in consideration of the rural counterpart of the country, our primary research interest will lie in the urban part of the country. Considering this information, the second site for the research was selected to be in Khulna city. This way, we could see how different zones inside the same country face the digital uproar and what teachers from different cities think of the effects.

In Dhaka city, only privately owned preschools were selected for the research. However, for Khulna, the selected research site was a government-owned pre-primary and primary school (up to class 3).

Research Participants

As the research focused on the impacts of social media on children under 8, we based the participant list for research on teachers who are in direct contact with children while being active parts of their lives. One thing to remember is that the study was also linked with the socio-emotional aspect of children under eight years. We had narrowed down the participant list to those who are involved in a child's life from a social position. The inclusion criteria for the study at hand were

- Working at the same facility
- With at least an undergraduate degree or higher
- Who is at least part of any socio-economic (low, middle or high income) household.

Participants Selection Procedure

The research was conducted in a purposive method. Purposive sampling, also known as judgmental or expert sampling, involves an intentional selection of participants based on the researcher's expertise (Bisht, 2024). The data collection methods for this research were IDI (in-depth interview) and FGD (Focus Group Discussion).

The researcher followed a guideline corrected by the thesis supervisor before using it for the IDI. During the interview process, the interviewer remained as silent as possible while taking note of the interviewee's small details, such as hand gestures, eye contact, language and overall body language. However, as the method used by the researcher was a purposive method, the

researcher took the role of an active listener, where there was enough scope for the participants to share and where needed, the researcher probed to bring out the desired outcome.

The initial interviews of the participants were recorded (after taking permission from the participants, all interviewees were required to sign a consent form). Both the IDI and FGD lasted for 45 minutes, respectively. The IDI guideline consisted of 20 items, and the FGD consisted of open and closed-ended questions totalling 20 items.

Number of IDIs: 6

Number of FGD: 2

Data Collection Tool

Data was collected using qualitative tools, including six thematic in-depth interviews (IDIs) and two thematic focus group discussions (FGDs). The IDIs explored individual teachers' perceptions and experiences in depth, while the FGDs captured collective views, discussions, and group dynamics. Both tools were guided by thematic question outlines developed in alignment with the study objectives.

Data Collection Method and Procedure

The data collection method for this research was the Thematic in-depth interview guideline and the thematic focus group discussion guideline. A thematic IDI guideline is a structured tool used to conduct one-on-one interviews around predefined themes. It includes open-ended questions and prompts designed to explore participants' experiences, perceptions, and attitudes in depth, while allowing flexibility to probe emerging ideas. This approach helps gather detailed, personal insights aligned with the study objectives.

A thematic FGD guideline outlines key themes and guiding questions for group discussions. It

encourages participants to share, compare, and debate their views, generating diverse perspectives and revealing group norms and dynamics related to the research topic.

Data Management and Analysis

A thematic analysis approach was used for the data analysis method. Thematic Analysis is a qualitative research method used to identify, analyse and interpret patterns of shared meaning (themes) within a given data set, which can be in the form of interviews, focus group discussions, surveys, or other textual data (L.R. Gay, Mills, & Airasian, 2018).

For this study, the recorded interview data were transcribed. The process also included reading and re-reading of the transcribed data to gain a detailed understanding of the nuances and themes present in the responses. The data were methodically segmented and coded to represent concepts or ideas. The broader theme was developed from the categorised data.

Validity & Reliability

Though validity and reliability are often used in quantitative research methods, however, it also have a significant place in qualitative research. In the qualitative research paradigm, reliability and validity are reconceptualised as trustworthiness, rigour, and quality (Golafshani, 2003).

Rather than looking for numerical consistency, a focus of qualitative research is always on the believability of the findings at hand through strategies like triangulation, prolonged fieldwork, and detailed descriptions that demonstrate the quality and trustworthiness of the research. The researcher of this study was concerned with maintaining the validity and reliability of this research.

This research tried to find the unspoken thoughts of teachers in Bangladesh regarding today's transforming digital age in children's learning and development (especially socio-emotional development). Then the researcher identified the gaps and selected the research topic. In order to

promote the validity of the research, a triangulation approach was used. Triangulation is a technique used in maintaining validity. It is a technique in which researchers seek convergence among multiple sources of information to bring out themes or categories in a research or study (Creswell & Miller, 2000).

Triangulation can involve several data collection and data processing methods. Different methods may include, such as In-Depth Interview and Focus Group Discussions. All tools used for this research were verified by ECD experts from BRAC University. For this research, both In-Depth interviews and Focus Group Discussions were selected as data collection and data processing methods.

Ethical Issues

All ethical issues related to the research were maintained by following the guidelines from the WHO and the ethical review committee of BRAC University. Just as the guideline states, all data will be collected through permission. Security aspects like anonymity, security, and informed consent will be considered (Richerds & Schwartz, 2002).

The researcher began by explaining the purpose of the interview to the participants and obtaining verbal consent. The interviewees' participation was voluntary; no force was used while conducting the IDI and FGD.

The researcher ensured and maintained the confidentiality of the interviewees and the data collected from them. The confidentiality of the participants was maintained strictly. The researcher never elicited the participants' identities. The researcher remained sensitive to the interviewees and treated them with respect during the entire process.

Limitations of the Study

Although children from infancy to eight years were present in childcare settings, this study focused specifically on preschool and pre-primary education. By focusing on preschool and pre-primary, the gathered perceptions of teachers working with children focused mostly on the aged two to six years. All in-depth interviews (IDIs) were conducted with preschool teachers based in Dhaka City. As for the upper age range of the study (7-8 years), the only data focusing on the group was from the focus group discussion from the primary school in Khulna.

Chapter IV- Results & Discussion

Result

This section is organised into distinct parts to ensure a clear and systematic presentation of the research data. The first part provides a comprehensive overview of the demographic characteristics of the study participants. This includes detailed information on their age, years of teaching experience, academic and professional qualifications, participation in relevant training programs, and their geographic distribution. Such demographic profiling is essential to contextualise the perspectives and insights shared by the participants in the subsequent analysis. The second part presents the key findings derived from empirical data. This section synthesises information collected through six in-depth interviews (IDIs) and two focus group discussions (FGDs) conducted with the participants. The data have been thematically analysed to identify emerging patterns, commonalities, and divergences in participants' responses. These findings offer valuable insights into the core research questions and contribute to a nuanced understanding of the subject under investigation.

Demographic Information for the Participants:

The demographic profile in the study examined a total of 16 participants, all of whom were female teachers employed across both government and private educational institutions in Bangladesh. The purposive selection of participants ensured representation across different types of educational institutions, geographic locations, and varying levels of professional experience. This diversity was crucial to gaining a comprehensive understanding of how digital devices are integrated into the early socio-emotional development of children within varying socioeconomic and institutional contexts.

The participants' ages ranged from 26 to 50 years, reflecting a broad spectrum of life stages and professional maturity. Specifically, the youngest participant was 26 years old, while the eldest was 50. In terms of teaching experience, the participants also displayed considerable variation, with professional tenures ranging from as little as seven months to as long as twenty years.

Seven participants had more than 9 years of teaching experience, five participants had between 5 to 9 years of experience, two had 2.5 years of teaching experience, and one participant had less than a year of experience. This range allowed for the inclusion of both novice and seasoned educators, enriching the perspectives gathered during the study.

Of the 16 participants, six were employed in government primary schools located in Khulna. As for the remaining 10, five were employed in private primary schools, and 5 were employed in private daycare and preschool. The inclusion of both government and private institutions across two distinct urban centres was deliberate, as it enabled the exploration of contextual differences in access to resources, infrastructural support, and pedagogical practices related to digital device usage.

Government school participants were exclusively from Khulna, a divisional city that offers a mix of urban and peri-urban educational environments. On the other hand, private school participants were drawn from Dhaka, the capital city, which represents a more urbanised and resource-rich educational landscape. This geographic diversity was integral to understanding how regional disparities and institutional types influence the use of digital technologies in early childhood classrooms.

The socioeconomic status (SEC) of the students taught by the participants also varied notably between the two types of institutions. All government school participants reported teaching students predominantly from lower-income households. Conversely, teachers in private schools

reported serving a more socioeconomically diverse student population, ranging from mid-income to high-income households. Specifically, one private school teacher worked with students from mid-income backgrounds, one with mid-high-income backgrounds, and three with high-income households. This variation provided valuable insights into how socioeconomic factors may impact both access to and the pedagogical use of digital devices.

The study also examined the extent to which digital devices were utilised within classroom settings. All five government schoolteachers reported consistent and comprehensive use of digital devices—specifically projectors and laptops—throughout the entire duration of their class periods, which typically spanned 45 minutes. This suggests a systematic integration of technology in their instructional practices, despite serving lower-income student populations. In contrast, digital device usage among private school teachers was more varied. Three out of five private school participants incorporated digital tools, predominantly TV screens, into their lessons, but for significantly shorter periods, typically 10 to 15 minutes per session. The remaining two private school teachers reported no use of digital devices in their classrooms. This variation highlights differing institutional approaches and potentially differing access to technological resources, even within more affluent educational settings.

Findings

This section delves into the primary findings of the study, with a particular focus on the insights gained from the in-depth interviews (IDIs) and focus group discussions (FGDs). The data from all 6 IDIs and 2 FGDs were observed, synthesised, and analysed, emphasising the main research questions. The research findings are presented in the following paragraphs, organised under various themes and subthemes.

Theme 1: Understanding Socio-emotional Development and Digital Media

Almost all participants could give a basic answer when asked about their idea of digital media.

According to one of the teachers, *‘in my opinion, social development in early childhood is the gradual process by which a child learns to interact with others, for friendships and develop their sense of self’* (IDI 2, 20.7.2025)

In the FGD, we found most people had the same idea about what digital media is. According to the FGD 1, *‘Digital media is whatever new technology we are using now. Like smartphones, TV, computers.’* (FGD1, 25.7.2025)

One of the primary areas of concern for this study is the socio-emotional development in children (from infancy to 8 years). When asked about the teachers’ idea on development, one answered, *‘In my time at the daycare, whenever I see that a child shares toys, plays with his peers, talks with his friends, and talks with the miss, that’s how I identify if the child has a healthy behavioural pattern. Or healthy socio-emotional development* (IDI 3, 21.7.2025).

Another teacher shared, *‘I assess them with their behaviour with others. If they can ask for what they want, if they can control their emotion, if they are good with their friends, teachers, etc.* (IDI 2, 20.7.2025)

Theme 2: Impact of Digital Media on Socio-Emotional Development

Digital media has its advantages and disadvantages. When asked about the impacts of digital media on socio-emotional development, there were many areas that were covered by the teachers. Their answers were categorised in this theme and some sub-themes.

Sub-theme 1: Perceived Benefits and Challenges of Digital Media

About the perceived emotional and behavioural values of digital media, one of the teachers mentioned, *I don’t think it brings any emotional value to the children. They watch TV or any*

screen, and they pick up almost everything.’ (IDI 3, 21.7.2025) Another participant raised concerns about the transient nature of screen-based learning:

‘Of course, they can learn many things from the screen or devices, but I don’t think they can internalise the knowledge. After watching something, can they internalise the concept, or how long can they remember? These are important as well... if a baby forgets about the things that they watched on the screen, then I doubt the efficiency of the video content.’ (FGD 1, 25.7.2025).

One teacher shared an encouraging example as well. She told us,

‘I think they learn very well... They see the rhymes, and they try to memorise the moves they see... We are currently preparing for our annual functions, and 2 of the girls from my class have prepared their dance steps using WhatsApp. The child was confident when she came to me after learning all the steps. This confidence didn’t come from her mother yelling at her, nor did it come from me. She is confident because she is prepared, and she knows she doesn’t have to worry about anything.’ (IDI 5, 25.07.2025)

Sub-theme 2: Impact of Digital Media

Another teacher similarly highlighted the creative and performative potential of digital media, remarking that a student was able to develop and refine her dancing skills by observing and emulating online content: *“One of the children in my class dances really well. She learnt small dances from the internet. She saw YouTube shorts and took the steps from there”* (IDI 5, 29.7.2025). This example emphasises the extent to which user-generated digital content can foster children’s artistic expression and support the development of competencies that may not be explicitly addressed in formal curricula.

Moreover, the use of visual stimuli—such as videos and images—was perceived to play a significant role in enhancing children’s conceptual understanding. One participant noted that

complex social-emotional constructs, such as empathy, can be conveyed more effectively through visual modalities than through conventional verbal explanation. As she explained, *“Sometimes they pick topics faster with videos and images. For example, empathy: when we keep on speaking with them about empathy, sometimes they lose interest, and we cannot always figure out how much the child has learnt. But with an image or video of small activities on empathy, we see them interacting more. The visual queue makes it easier for them”* (IDI 6, 30.7.2025). This observation underscores the capacity of digital media to activate children’s engagement and promote active participation by offering concrete, relatable representations of otherwise abstract concepts.

Taken together, these findings indicate that digital media, when used appropriately, can serve as a valuable pedagogical tool that enhances children’s cognitive, creative, and socio-emotional development.

Some teachers noted down some developmental risks and delays that may be connected to digital media usage. To this one educator aptly noted,

Everything has a positive and a negative. Your media is the same. Some children are very curious- they use digital media, video, and YouTube to look for videos of the alphabet, numbers. But as we work with children from extreme poverty, their environment is very different. Their parents don’t know how to read and write, so they come home and give their one smartphone to their children, and they rest. They don’t know what their children are watching in the photos. (FGD 1, 25.07.2025)

It was observed by another educator that,

In the movies, they see children from low-income households see that the hero is hijacking, beating everyone, but at the end, the hero is the victor. This is the same thing that they want.

They see that their friends have something, but they don't. so, first they try to be patient, but how long can you be patient? After a point, you would want it by any means. That's when you see children going towards theft, other crimes. Everybody wants to be a hero!' (FGD 1, 25. 07.2025)

Similar to the previous answers, in the focus group discussion, it was brought out,

'Yes. Of course. All our children know about Spider-Man. During class sessions, we see them mimicking the fight scenes they remember. There's a popular Korean drama which is not appropriate for children. It has criminal activities, blood and other gruesome things in it. But the children have seen it. They use the theme songs of the drama almost regularly to play with each other.' (FGD 2, 27.07.2025)

Educators have observed signs of overstimulation and passive screen dependency. It was also brought up in the group discussion that *'some of the babies are so overstimulated that they keep staring at the turned-off TV in the classroom. They look at it as if it is magic.* (FGD 2, 27.7.2025)

'During our PTMs, 7 out of 10 parents say that every day they give their children a screen while feeding them. Which is definitely a bad practice. These are the same children who don't eat their tiffins, as this option of watching something on the device while eating (FGD 2, 27, 7, 2025)

Sub-theme 3: Perceived emotional and behavioural Outcomes

When asked about children's social interaction, empathy and attention span, one caregiver explained, *'The parents are working all the time. After their long day of work, they are all tired, so they give their children the screens. It makes their life easy. It makes feeding easy, less messy for them.'* (IDI 5, 26.07.2025). Another teacher observed,

'There's a lack of moral values if you ask me in today's time. There are both good and bad sides of digital media and phones... as we work with children coming from very low-income households, and as the child is getting the environment to look for the good things on the

internet, the bad effects are more visible in our children (students from school)’ (FGD 1, 25.07.2025)

The findings reveal that teachers recognised a range of beneficial affordances associated with children’s engagement with digital media. Participants consistently described digital platforms as a powerful pedagogical resource that facilitates early learning in a variety of domains. One respondent, for example, observed that contemporary children acquire foundational literacy and numeracy skills through the use of technologically mediated applications: *“Children now learn about many things through digital media. They learn alphabets, numbers, songs, and rhymes. There are many apps nowadays where they are practising numbers”* (IDI 3, 23.7.2025). This suggests that the integration of digital tools into the learning environment not only supplements traditional teaching methods but also enables children to access learning resources autonomously.

Theme 3: Mediation Practices and Institutional Context

The teachers were asked about strategies that were followed in their schools for managing children’s screen time during school hours. To this, one teacher responded, *‘We have strict instructions from our school board that we can only use the screen for a maximum of 30 minutes. Never more than this.’* (IDI 1, 20. 7.2025). Another teacher explained, *‘The maximum we use the screen is 10 to 15 minutes for children’s circle time, and rhymes time’* (IDI 2, 20.07.2025), suggesting a tightly controlled integration of digital content, primarily for group engagement or musical movement. In some schools, digital screens are absent from day-to-day classwork altogether. To this, one teacher mentioned, *‘There is no scope for us to use any screen for class time. We do use WhatsApp for school purposes, and during COVID, they took classes on Zoom. That’s about it.’* (IDI 4, 23.7.2025).

In today's time, everyone is busy; the same goes for parents as well. During the interviews, some pointed to the importance of parents' involvement in children's lives. *'To be very honest, the effort and involvement of parents in today's children has gone down drastically. Of course, they love their children, but the effort isn't as prominent.'* (IDI 1, 19. 7.2025) Noted one teacher.

Another shared that, *'The parent takes our advice well, but their effort isn't consistent.'* (IDI 6, 30.7.2025) One teacher also *'Almost every PTM we talk about quality time with the parents.'*

(IDI 1, 19.7.2025) One teacher mentioned, *'But in our premises, children don't get that, but they follow the instructions after they have settled into the environment. They may not finish everything and at times throw some tantrums, but most of the time they try to imitate their friend who is eating by himself. They all want to grow up by observing their friends. But this practice is missing in their home life as well.'* (FGD 2, 27, 7, 2025).

One teacher informed us of the familial situations observed by her in her classroom and school, *'These days, we see almost 50% of the children come from broken households. For some, their father may have left their mothers, and the mother is the earning member of the household, so she stays at work from early morning till evening. They don't know that a proper development, a good development of the child, depends on more than just the necessities. As their daily fight is against their burning need for food, clothes and a good environment, quality time or supervising their children is never their first thought.'* (FGD 1, 25.7,2025)

In the FGD, most showed concern and mentioned,

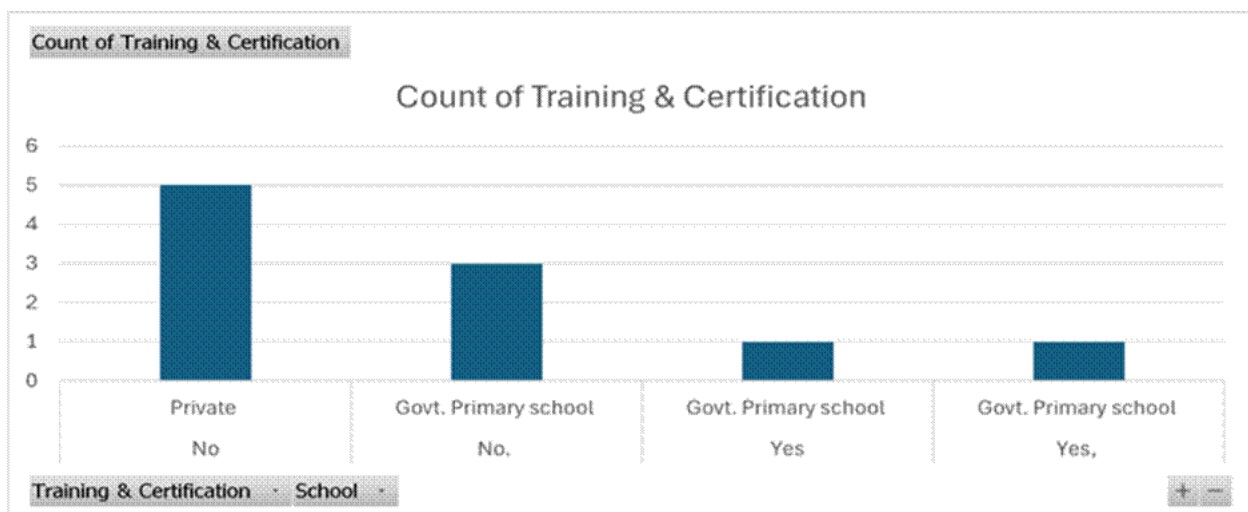
'Most of our clientele is working parents. Quality time is not their way of prioritising their children. They give expensive gifts. After a long day of work, their version of engaging with their children is taking them to a restaurant, buying them a gift, or a toy. Almost all of them have their own iPad.' (FGD 2, 27. 7.2025)

Some of the teachers pointed out the need for certification and training when asked about institutional policies. One teacher mentioned, *‘Though we are working with children who are below 8 years, we don’t have any formal training or certification.’* (IDI 2, 20.7.2025). Another participant pointed out *‘In our school, if you have a B.Ed. you go into a different salary scheme. However, as it is not mandatory for none of our preschool section teachers to have a B.Ed. or even additional training isn’t provided by the authority. Yes, you can get certifications if you finance yourself.’* (IDI 4, 23.7.2025)

When asked about the need for certification and training while dealing with children, one teacher pointed out, *‘teachers don’t understand their children’s needs properly. If we find a child who is having some behaviour issues in class, rather than understanding and getting to the root cause, they end up getting angry and visibly annoyed with the children.’* (IDI 3, 21.7.2025).

Charts

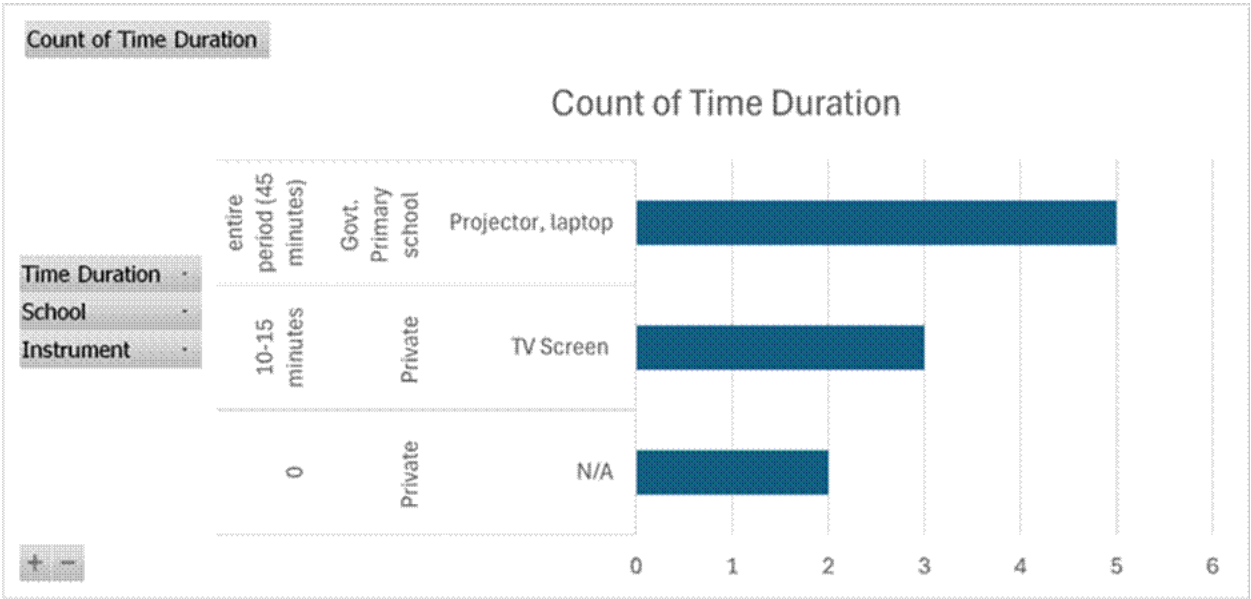
In this study, charts were created using the collected data. **Chart 1 highlights the differences in training and certification availability across different student socioeconomic (SEC) types.**



The participants displayed notable differences in their exposure to formal training and certification related to digital technology use in education. As shown in Figure X, none of the

five private school teachers had received any formal training or certification. In contrast, among government schoolteachers, two had completed relevant training while three had not. Interestingly, despite limited formal training, all government schoolteachers regularly used digital devices—mainly projectors and laptops—throughout their entire class periods. In comparison, some private school teachers incorporated TV screens into their teaching for shorter durations, while others did not use digital devices at all. These findings suggest that while formal training is valuable, its absence does not necessarily prevent the adoption of technology in classrooms; institutional support, available resources, and personal initiative also appear to play significant roles.

Chart 2 focuses on the amount of time spent on digital media in each educational institution.



This qualitative analysis examines the use of digital tools in government, private primary, and private daycare and preschool, focusing on the duration and type of technological integration in classrooms. Based on ten classroom observations (five per school type), clear differences emerge between the two sectors.

Government schools show consistent and structured use of technology, with all five classes using projectors and laptops for the full 45-minute period. This suggests a systematic, policy-driven approach to digital integration, possibly reflecting broader educational initiatives aimed at enhancing digital literacy and access.

In contrast, private schools demonstrate more varied practices. Three classes used a TV screen for only 10 to 15 minutes, while two classes did not use any digital tools. This irregularity implies a less formalised or less prioritised approach to digital pedagogy, potentially due to differences in school policies, teacher training, or resource allocation.

The type and duration of technology use further highlight pedagogical contrasts. Government schools appear to engage students through sustained, interactive digital content, whereas private schools use technology more briefly, often in a supplementary role. Despite assumptions that private schools are more tech-forward, the data suggest a fragmented and inconsistent approach.

Discussion

This chapter discusses the key findings of the study in relation to existing literature and theoretical perspectives on early childhood development and digital media use. It highlights how Bangladeshi early childhood teachers perceive the impact of digital media on the socio-emotional development of children aged 0–8 years. The discussion is organised around major themes that emerged from the data, including perceived benefits and risks of screen exposure, behavioural observations, and the role of teachers in mediating media use. These insights are analysed within the socio-cultural context of Bangladesh and informed by global guidelines from WHO and AAP.

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Bangladeshi early childhood teachers perceive the impact of digital media on the socio-emotional development of children aged 0–8 years. The discussion is organised around major themes that emerged from the data, including perceived benefits and risks of screen exposure, behavioural observations, and the role of teachers in mediating media use. These insights are analysed within the socio-cultural context of Bangladesh and informed by global guidelines from the WHO and AAP.

Theme 1: Understanding Socio-emotional Development and Digital Media

Teachers recognise socio-emotional development as a foundational aspect of early childhood learning, emphasising the importance of interpersonal relationships and self-awareness in this formative stage. As one educator explained, in my opinion, social development in early childhood is the gradual process by which a child learns to interact with others, for friendships and develop their sense of self (IDI 2, 20.7.2025)

Within this framework, there is a growing concern that unmoderated or excessive use of digital media may displace critical real-life interactions that foster empathy, cooperation, and emotional regulation. While digital tools can support certain forms of learning, teachers largely view them as limited in their ability to nurture deep, affective growth. The concern is not with technology itself, but with its potential to reduce face-to-face exchanges and diminish opportunities for children to practice essential social skills through peer play, turn-taking, emotional expression, and adult-child engagement. The insights reflect a nuanced understanding: socio-emotional development is best cultivated through meaningful relationships, and digital media—if not carefully integrated—may fall short in meeting those needs.

Understanding children's developmental needs requires careful attention to age-specific markers of social and emotional growth. Educators working with young children often rely on everyday

interactions to assess whether a child is progressing healthily and appropriately. One early childhood professional shared, ‘In my time at the daycare, whenever I see that a child shares toys, plays with his peers, talks with his friends, and talks with the miss, that’s how I identify if the child has a healthy behavioural pattern. Or healthy socio-emotional development’ (IDI 3, 21.7.2025). These indicators—such as the ability to engage in cooperative play, communicate needs, or seek help from trusted adults—vary across developmental stages and must be evaluated about the child’s age. For instance, toddlers might be expected to show basic turn-taking, while older preschoolers are expected to regulate emotions and form reciprocal friendships. Another practitioner emphasised this developmental lens by stating, ‘I assess them with their behaviour with others. If they can ask for what they want, if they can control their emotion, if they are good with their friends, teachers, etc. (IDI 2, 20.7.2025)

Theme 2: Impact of Digital Media on Socio-Emotional Development

Sub-theme 1: Perceived Benefits and Challenges of Digital Media

The emotional and behavioural outcomes of digital media use among young children are viewed with both concern and cautious optimism by educators and caregivers. Some express doubt about the depth of learning and emotional engagement that screens provide, observing that while children may imitate what they see, the internalisation of knowledge or values remains superficial. As one educator stated, ‘I don’t think it brings any emotional value to the children. They watch TV or any screen, and they pick up almost everything.’ (IDI 3, 21.7.2025) Another participant raised concerns about the transient nature of screen-based learning:

‘Of course, they can learn many things from the screen or devices, but I don’t think they can internalise the knowledge. After watching something, can they internalise the concept, or how long can they remember? These are important as well... if a baby forgets about the things that

they watched on the screen, then I doubt the efficiency of the video content.’ (FGD 1, 25.7.2025).

These perspectives highlight scepticism around the emotional stickiness and pedagogical impact of digital content when it is not supported by active engagement or reflection. Yet not all experiences are negative. There are instances where digital exposure appears to enhance motivation and confidence—particularly when the content is meaningful and connected to a child’s real-world goals. One teacher shared an encouraging example:

‘I think they learn very well... They see the rhymes, and they try to memorise the moves they see... We are currently preparing for our annual functions, and 2 of the girls from my class have prepared their dance steps using WhatsApp. The child was confident when she came to me after learning all the steps. This confidence didn’t come from her mother yelling at her, nor did it come from me. She is confident because she is prepared, and she knows she doesn’t have to worry about anything. (IDI 5, 25.07.2025)

This suggests that when screen content is purposefully selected and aligned with a child’s interests or school activities, it may support emotional growth, self-efficacy, and expressive behaviour. However, such benefits seem to be the exception rather than the norm, emphasising the need for guided, intentional use of digital media in early learning settings.

Sub-theme 2: Impact of Digital Media

While concerns about screen exposure are prevalent, educators also acknowledge the positive affordances of digital media when used thoughtfully and in moderation. Digital platforms have introduced new opportunities for children to engage with foundational concepts such as letters, numbers, songs, and rhymes in interactive and visually engaging formats. One teacher noted, ‘Children now learn about through digital media- they learn alphabets, numbers, songs, rhymes-

there are many platforms.’ (IDI 1, 20.7.2025) These tools, when aligned with curricular goals, can support early literacy and numeracy in ways that are accessible and engaging for young learners. Beyond academic content, teachers also highlighted the value of digital stories and media in supporting emotional literacy. ‘There are many moral stories nowadays that we use in our classes,’ explained one educator. ‘There are times we can’t properly articulate what we feel, but there are times when it becomes difficult to speak of an emotion- we use these stories to make this emotion easier for the kids to understand.’ (IDI 5, 25.7.2025). These examples reflect a balanced view among practitioners: while digital tools should not dominate early learning environments, they can enrich instruction when used intentionally to scaffold both cognitive and socio-emotional development.

In early childhood education settings across Bangladesh, digital media has emerged as both a tool and a challenge. As one educator aptly noted,

Everything has a positive and a negative. Your media is the same. Some children are very curious- they use digital media, video, and YouTube to look for videos of the alphabet, numbers. But as we work with children from extreme poverty, their environment is very different. Their parents don’t know how to read and write, so they come home and give their one smartphone to their children, and they rest. They don’t know what their children are watching in the photos.

(FGD 1, 25.07.2025)

While some children use digital platforms like YouTube to explore educational content, such as the alphabet and numbers, the broader context in which they engage with technology often shapes its impact. Children from impoverished backgrounds, in particular, face unique vulnerabilities. With parents who may be illiterate or unaware of the implications of screen exposure, devices are frequently handed over without supervision. This passive handover of

technology often results in children consuming content that is neither appropriate nor developmentally beneficial.

The content children access independently can have deep effects on their moral reasoning and behaviour. Exposure to media that glamorises violence or rewards criminal behaviour influences how children view success and power, especially when their real lives are shaped by scarcity and comparison. One educator observed,

In the movies, they see children from low-income households see that the hero is hijacking, beating everyone, but at the end, the hero is the victor. This is the same thing that they want. They see that their friends have something, but they don't. so, first they try to be patient, but how long can you be patient? After a point, you would want it by any means. That's when you see children going towards theft, other crimes. Everybody wants to be a hero!'(FGD 1, 25. 07.2025)

In such cases, digital narratives can reinforce harmful behaviours as desirable or necessary, blurring the distinction between right and wrong.

This internalisation of media influences becomes particularly visible in children's play and classroom behaviour. Teachers report that characters and scenes from popular, often inappropriate media frequently find their way into school activities.

'Yes. Of course. All our children know about Spider-Man. During class sessions, we see them mimicking the fight scenes they remember. There's a popular Korean drama which is not appropriate for children. It has criminal activities, blood and other gruesome things in it. But the children have seen it. They use the theme songs of the drama almost regularly to play with each other.' (FGD 2, 27.07.2025)

Beyond superhero mimicry, children also reference violent dramas containing criminal acts and graphic imagery. These behaviors suggest that children's cognitive and emotional development is

being shaped more by digital role models than by real-life interactions, distorting their understanding of conflict, empathy, and play.

At a deeper level, constant exposure to overstimulating digital content appears to affect children's sensory and cognitive processing. Educators have observed signs of overstimulation and passive screen dependency. 'Some of the babies are so overstimulated that they keep on staring at the turned-off TV in the classroom. They look at it as if it is magic. (FGD 2, 27.7.2025) This behaviour reveals how digital saturation may dull children's responsiveness to natural stimuli and reduce their curiosity toward real-world learning experiences.

These patterns extend into daily routines at home, especially around mealtimes, where screens have become a common tool for pacifying children. 'During our PTMs, 7 out of 10 parents say that every day they give their children a screen while feeding them.' (FGD 2, 27, 7, 2025) In contrast, within school settings where screens are absent during meals, children show a capacity to adapt and follow peer behaviour. 'But in our premises, children don't get that, but they follow the instructions after they have settled into the environment. They may not finish everything and at times throw some tantrums, but most of the time they try to imitate their friend who is eating by himself. They all want to grow up by observing their friends. But this practice is missing in their home life as well.' (FGD 2, 27, 7, 2025). This gap between home and school highlights the crucial role of social modelling and structured environments in shaping healthy behaviours—an influence that unregulated digital exposure may override at home.

Sub-theme 3: Perceived emotional and behavioural Outcomes

In early childhood development, social interaction, empathy, and focused attention form the foundation of emotional and cognitive growth. However, for many children from low-income households, these essential skills are increasingly being shaped—or displaced—by unstructured

and unsupervised digital media use. Caregivers, often overwhelmed by economic hardship and long working hours, rely on screens as a coping mechanism. As one caregiver explained, ‘The parents are working all the time. After their long day of work, they are all tired, so they give their children the screens. It makes their life easy. It makes feeding easy, less messy for them.’ (IDI 5, 26.07.2025). While this use of screens may offer temporary relief, it significantly reduces the time children spend engaging in face-to-face interactions, observing social cues, or practising empathy through shared experiences with peers or adults. Over time, such overreliance on devices contributes to reduced emotional sensitivity and diminished attention spans. Educators have started noticing these patterns, linking them not just to behavioural issues but also to a broader erosion of value systems. As one teacher observed, ‘There’s a lack of moral values if you ask me in today’s time. There are both good and bad sides of digital media and phones... as we work with children coming from very low-income households, and as the child is getting the environment to look for the good things on the internet, the bad effects are more visible in our children (students from school)’ (FGD 1, 25.07.2025)

These effects are especially pronounced in environments where children are left alone with technology, with little guidance or conversation to help them interpret what they see and how it relates to their lived reality. As a result, the foundational skills of empathy, patience, and attention—once developed through shared human experience—are increasingly being compromised by passive, isolated digital consumption.

Theme 3: Mediation Practices and Institutional Context

Teachers in early childhood education settings across Bangladesh appear to be navigating screen use with a clear sense of caution and restraint, guided both by institutional policy and personal

pedagogical judgment. Across multiple interviews, educators emphasised that digital tools are used sparingly and with a specific purpose. One teacher noted, ‘We have strict instructions from our school board that we can only use the screen for a maximum of 30 minutes. Never more than this.’ (IDI 1, 20. 7.2025), reflecting a top-down effort to limit screen exposure during class hours. In many classrooms, the use of digital media is even more conservative. As another teacher explained, the maximum we use the screen is 10 to 15 minutes for children’s circle time, and rhymes time’ (IDI 2, 20.07.2025), suggesting a tightly controlled integration of digital content, primarily for group engagement or musical movement. In some schools, digital screens are absent from day-to-day classwork altogether: There is no scope for us to use any screen for class time. We do use WhatsApp for school purposes, and during COVID they we took classes on Zoom. That’s about it.’ (IDI 4, 23.7.2025). These accounts indicate that while digital tools remain part of the broader educational ecosystem, particularly for communication and remote emergency instruction, teachers generally avoid overexposing children to screens in physical classrooms, opting instead for limited, structured use that aligns with developmental goals and institutional guidelines.

Parental involvement emerged as a recurring concern among educators and caregivers, who observed a marked decline in consistent, meaningful engagement from families in the developmental journey of their young children. While love and concern for the child remain evident, teachers expressed frustration that active effort is often lacking. ‘To be very honest, the effort and involvement of parents in today’s children has gone down drastically. Of course, they love their children, but the effort isn’t as prominent.’ (IDI 1, 19. 7.2025) Noted one teacher. Another shared that, ‘The parent takes our advice well, but their effort isn’t consistent.’ (IDI 6, 30.7.2025) suggesting a disconnect between awareness and action. Despite repeated emphasis

during parent-teacher meetings on the importance of spending quality time with children, ‘Almost every PTM we talk about quality time with the parents.’ (IDI 1, 19.7.2025) —systemic barriers persist. A significant number of children come from economically and emotionally strained family structures.

These days, we see almost 50% of the children come from broken households. For some, their father may have left their mothers, and the mother is the earning member of the household, so she stays at work from early morning till evening. They don’t know that a proper development, a good development of the child, depends on more than just the necessities. As their daily fight is against their burning need for food, clothes and a good environment, quality time or supervising their children is never their first thought.’ (FGD 1, 25.7,2025)

The challenges of survival often eclipse the capacity to prioritise children’s emotional needs or learning routines. As another participant observed,

‘Most of our clientele is working parents. Quality time is not their way of prioritising their children. They give expensive gifts. After a long day of work, their version of engaging with their children is taking them to a restaurant, buying them a gift, or a toy. Almost all of them have their own iPad.’ (FGD 2, 27. 7.2025)

indicating that material compensation has increasingly replaced relational presence. This mismatch between home practices and school expectations highlights a critical gap in home–school alignment. Without parental consistency in nurturing, supervision, and structured engagement—especially about screen use and emotional modelling—educational interventions risk limited impact. Addressing this requires not only school-based efforts but broader systemic support for families struggling to meet their children's developmental needs.

Despite the increasing complexity of early childhood education in a digital age, many teachers continue to operate within institutional environments that lack both adequate training structures and responsive policies. Several educators expressed frustration with the gaps in professional development and systemic support. One teacher shared, ‘Though we are working with children who are below 8 years, we don’t have any formal training or certification.’ (IDI 2, 20.7.2025). pointing to a significant disconnect between the demands of the role and the preparation teachers receive. In some cases, professional advancement is tied to qualifications such as a B.Ed., yet those teaching the youngest learners are not always required—or supported—to pursue such credentials. As another teacher explained, ‘In our school, if you have a B.Ed. you go into a different salary scheme. However, as it is not mandatory for none of our preschool section teachers to have a B.Ed. or even additional training isn’t provided by the authority. Yes, you can get certifications if you finance yourself.’ (IDI 4, 23.7.2025)

This lack of institutional investment not only limits teachers' growth but also impairs their ability to respond effectively to the nuanced developmental needs of children. One participant highlighted this concern:

‘Teachers don’t understand their children’s needs properly. If we find a child who is having some behaviour issues in class, rather than understanding and getting to the root cause, they end up getting angry and visibly annoyed with the children.’ (IDI 3, 21.7.2025). These accounts suggest that without structured training and systemic support, teachers may struggle to interpret and respond to behaviour through a developmentally appropriate lens, especially in settings where socio-economic challenges and screen exposure already complicate learning dynamics.

Conclusion

As digital media continues to permeate the everyday lives of children in Bangladesh—particularly within urban, nuclear family structures—it is imperative to examine its implications for early socio-emotional development critically. This study, grounded in the perceptions of early childhood educators, seeks to explore the dual impact of digital media: its potential to support learning and emotional expression, and its risks in undermining essential interpersonal experiences that shape emotional intelligence, empathy, and social competence.

Within the Bangladeshi context—where early childhood education systems, digital literacy, and parenting practices are still in a phase of rapid evolution—this research fills a significant gap by amplifying the experiential knowledge of teachers. These educators, positioned at the frontline of children's development, offer invaluable insights into how digital technologies are reshaping emotional regulation, peer relationships, and behavioural patterns among children aged 0–8 years.

The findings of this research are expected to inform more culturally responsive, developmentally appropriate strategies for guiding children's digital media use in Bangladesh. They also hold the potential to influence national policy, early childhood curriculum frameworks, and teacher training programs aimed at fostering emotionally resilient and socially adept future generations. By centring local voices and addressing context-specific challenges, this study contributes not only to academic discourse but also to the broader goal of ensuring holistic child development in an increasingly digital age.

Recommendations

Considering the growing use of digital media in early childhood education across Bangladesh, particularly within urban government school settings, it is crucial to establish developmentally appropriate standards for screen use among children aged infancy to 8 years. While occasional digital media exposure—often lasting up to 45 minutes per session—has been observed, this practice risks exceeding internationally endorsed guidelines for young children. The World Health Organisation (WHO, 2020) advises no screen time for children under 2 years, and a maximum of one hour per day for children aged 2–4 years, with an emphasis on less being better. For children aged 5–8 years, the American Academy of Paediatrics (AAP, 2016) recommends that media use be limited, high-quality, and co-engaged with adults, ensuring that it supports—not replaces—real-life social, emotional, and cognitive experiences.

To align with these guidelines, the government should develop a national framework for screen time that differentiates recommendations across three age bands: 0–2, 3–5, and 6–8 years. For children under 2, screen exposure should be strictly avoided. For ages 3–5, screen use should not exceed 30 minutes per school session and should only involve content that promotes interaction and emotional learning. For children aged 6–8, screen use may be expanded modestly, but must remain intentional, curriculum-aligned, and never displace peer interaction, play, or teacher engagement. Clear institutional policies must be created and enforced to standardise practice across ECE centres and early primary classrooms.

In parallel, teacher training programs should be strengthened to address the digital needs and vulnerabilities of children throughout the entire 0–8 age range. Educators must be equipped with knowledge of child development, screen-related risks, and pedagogical strategies for integrating digital content purposefully. This includes guiding children’s emotional responses to digital

material, promoting offline extensions of screen-based lessons, and identifying signs of screen-related overstimulation, dependency, or social withdrawal. Professional development should also differentiate strategies for infants, toddlers, preschoolers, and early grade learners to ensure age-appropriate practice.

Additionally, collaboration with families is essential to ensure continuity between school and home environments. Caregivers must be informed of the specific screen time recommendations for each developmental stage and encouraged to limit unstructured or unsupervised digital media use at home. Schools can facilitate this by offering parental guidance sessions, accessible resources, and regular communication on digital use patterns. For children aged 0–8, secure attachments and meaningful adult interactions remain central to socio-emotional well-being, factors that no digital substitute can replicate.

Finally, the government should implement a monitoring and research-based accountability system. Schools and early learning centres should be required to track screen use practices by age group and periodically report on content quality and time allocation. Concurrently, targeted research in the Bangladeshi context is necessary to understand how digital media affects socio-emotional outcomes across different early developmental stages. These findings should inform future policy revisions, ensuring that digital integration in education supports, rather than undermines, the holistic development of children aged infancy to 8 years.

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Appendix A

Demographic information (for both FGD and IDI)

Name:

Age:

Gender:

Education:

Workplace:

Training Experience, if any:

FGD Guideline

1. How long have you been working as a daycare teacher/ facilitator?
2. What age groups do you currently work with most closely?
3. What is your general philosophy or approach to early childhood development?
4. What does ‘socio-development’ mean to you in the context of young children?
5. How do you observe and assess socio-emotional development in your classroom or daycare?
6. What kinds of behaviours indicate healthy socio-emotional development in children?

Usage of Digital Media:

7. Do children in your classroom or daycare use digital media (e.g., videos, mobile games, educational apps)? If so, how frequently and in what context?
8. What types of digital content do children in this age group typically engage with (at home or in school)?
9. Do you think parents are involved in regulating or selecting digital media for their children age infancy to 8 years? If yes, how are they involved?

Perceived Impacts- Positive Aspects:

10. Have you noticed any particular apps, programs, or types of media that appear to have a positive effect on children's behaviour, mood, or social interaction?
11. In your opinion, what are the positive impacts digital media can bring?
12. Can digital media help teach empathy, self-regulation, emotions, or expression? If so, how?

Perceived Impacts- Negative Aspects:

13. Have you noticed any changes in children's socio-emotional behaviour, such as attention span, peer interaction, and emotional regulation, that you believe may be linked to digital media use?
14. In your opinion, what are the negative impacts digital media can bring?
15. Have you seen instances where digital media create dependency, isolation, or aggressive behaviour?

Teachers' Role & Practices:

16. Do you incorporate digital media intentionally in your teaching practice? Why or why not?
17. Do you have any classroom or institutional guidelines regarding digital media usage?
18. How do you communicate with parents about managing digital media use at home?

Final Thoughts & Recommendations:

19. What kind of training or support do you think teachers need to better understand and manage the influence of digital media on children?

20. In your opinion, what would you give to parents to ensure digital media contributes positively to their child's development?

IDI Guideline

Introduction & Context

1. Could you briefly introduce yourself?
 - Name, age, and educational background
 - Years of teaching experience
 - Current institution and age group you work with
2. How would you describe the general family background (socioeconomic status, digital access, parenting styles) of the children in your care?

Understanding Socio-emotional Development:

1. What does 'socio-emotional development' mean to you in the context of early childhood (infancy to 8 years)?
2. What kinds of behaviours, interactions, or emotions do you associate with healthy socio-emotional development in children?
3. How do you assess or monitor a child's emotional and social growth in your setting?

Exposure to Digital Media:

1. Do children in your class use digital media (e.g., smartphones, tablets, educational videos)? If yes, how often and in what ways?
2. What kind of digital content do children seem most drawn to (games, cartoons, learning apps, etc.)?

3. Are you aware of how much screen time children are exposed to at home? How do parents describe or justify this usage?

Perceived Benefits of Digital Media:

1. Have you observed any positive impact of digital media on children's emotional understanding or social behaviour?
2. Can digital media support emotional expression, self-regulation, or social bonding in any way? Please share examples.
3. Have you used any digital tools or apps yourself to support emotional or behavioural learning in your classroom?

Perceived Concerns and Challenges:

1. Have you ever observed any behavioural or emotional challenges in children that you believe may be linked to digital media use?
2. In your opinion, how might excessive or unsupervised screen time affect a child's:
 - Peer interaction
 - Emotional sensitivity
 - Attention span
 - Empathy or conflict resolution skills
3. Do you think digital media can cause overstimulation, isolation or dependency in children?

Teacher's Role & Institutional Practice:

1. How do you (or your school) regulate or guide children's digital media use?

2. Do you talk with parents about home digital media use? What is their response or attitude?
3. Have you received any formal training or guidance on managing digital media about socio-emotional development?

Reflections and Suggestions:

1. What advice would you give to parents regarding the use of digital media with young children?
2. What support or resources would help you better manage digital media's role in your teaching?
3. If you could design an ideal digital tool for enhancing socio-emotional development in children, what would it look like?

Appendix B

Bengali FGD Guideline

1. আপনার সংক্ষিপ্ত পরিচয়—নাম, আপনি কোন স্কুল/ডে-কেয়ারে কাজ করছেন এবং আপনি কত বছর যাবত কাজ করছেন ?
2. বর্তমানে আপনি কোন বয়সের শিশুদের নিয়ে বেশি কাজ করছেন?
3. প্রি-স্কুল শিক্ষা নিয়ে আপনার ব্যক্তিগত চিন্তা বা ধারণা কী?
4. আপনার মতে, “সামাজিক-মানসিক বিকাশ” বলতে কী বোঝায়?
5. আপনি কীভাবে বুঝতে পারেন যে একটি শিশুর সামাজিক-মানসিক বিকাশ সঠিকভাবে হচ্ছে?
6. আপনি কীভাবে ক্লাসে শিশুদের সামাজিক বা মানসিক আচরণ পর্যবেক্ষণ করেন?

Usage of Digital Media:

1. আপনার ক্লাসে কি শিশুদের ডিজিটাল মিডিয়া ব্যবহার করার সুযোগ দেয়া হয়? হলে, কী ধরনের এবং কতটা সময় ধরে তারা ডিজিটাল মাধ্যমগুলো ব্যবহার করে থাকে?
2. আপনার অভিজ্ঞতায়, শিশুরা কী ধরনের কন্টেন্ট বেশি দেখে —কার্টুন, গেমস, অ্যাপস?
3. আপনার মতে স্ক্রিন টাইম কী এবং স্ক্রিন টাইম কিভাবে বর্তমান সময়ে শিশুদের বিকাশগত দিকে অংশ নিচ্ছে?
4. আপনি কি মনে করেন, শিশুরা বাড়িতে কতটা স্ক্রিন টাইম পাচ্ছে এবং বাবা-মা কিভাবে তা নিয়ন্ত্রণ করেন?

Perceived Impacts- Positive Aspects:

1. আপনার অভিজ্ঞতায়, ডিজিটাল মিডিয়া শিশুদের সামাজিক বা মানসিক বিকাশে কীভাবে সহায়ক হতে পারে?

2. কোনো অ্যাপস বা কনটেন্টের উদাহরণ দিতে পারেন যা শিশুর আবেগ প্রকাশ বা আচরণে ইতিবাচক পরিবর্তন এনেছে?
3. আপনি কি মনে করেন ডিজিটাল মিডিয়া শিশুদের সহানুভূতি, আত্মনিয়ন্ত্রণ বা আবেগ প্রকাশে সহায়ক হতে পারে?

Perceived Impacts- Negative Aspects:

1. আপনি কী এমন কোনো পরিবর্তন বা সমস্যা দেখেছেন যা ডিজিটাল মিডিয়া ব্যবহারের ফলাফলস্বরূপ এসেছে বলে আপনার মনে হয়েছে?
2. আপনি কীভাবে স্ক্রিন টাইম শিশুর:
 - মনোযোগ
 - সহপাঠীদের সাথে মিথস্ক্রিয়া
 - আবেগ নিয়ন্ত্রণ ও সহানুভূতিশীলতার উপর প্রভাব ফেলে বলে মনে করেন?
3. আপনি কি মনে করেন ডিজিটাল মিডিয়া শিশুদের মধ্যে আসক্তি, একাকীত্ব বা আক্রমণাত্মক আচরণ তৈরি করে?

Teachers' Role & Practices:

1. আপনি কি ক্লাসে সচেতনভাবে ডিজিটাল মিডিয়া ব্যবহার করেন? কেন এবং কিভাবে?
2. আপনার প্রতিষ্ঠানে কি ডিজিটাল মিডিয়া ব্যবহার নিয়ে নির্দিষ্ট নির্দেশনা বা নীতি আছে?
3. আপনি কি অভিভাবকদের সাথে স্ক্রিন টাইম বা কনটেন্ট নিয়ে আলোচনা করেন?

Final Thoughts & Recommendations:

1. আপনি কি মনে করেন শিক্ষক হিসেবে ডিজিটাল মিডিয়া নিয়ে আরও ভালো বোঝাপড়া বা ব্যবস্থাপনার জন্য আপনাদের কী ধরনের প্রশিক্ষণ দরকার?

2. আপনার মতে, ০-৮ বছর বয়সী শিশুদের জন্য ডিজিটাল এবং গতানুগতিক শিক্ষার মধ্যে কেমন ভারসাম্য থাকা উচিত?
3. আপনি অভিভাবকদের কী পরামর্শ দিবেন যেন শিশুর ডিজিটাল মিডিয়া ব্যবহার ইতিবাচক প্রভাব ফেলে?

Bengali IDI Guideline

Introduction & Context

1. আপনার সংক্ষিপ্ত পরিচয়—নাম (ঐচ্ছিক), বয়স, শিক্ষাগত যোগ্যতা।
2. আপনি কত বছর ধরে শিক্ষকতা করছেন?
3. বর্তমানে কোন প্রতিষ্ঠানে কাজ করছেন এবং কোন বয়সের শিশুদের নিয়ে কাজ করা হয়?
4. আপনার দৃষ্টিতে আপনি যেসব শিশুদের নিয়ে কাজ করছেন, তাদের পরিবারের আর্থ-সামাজিক অবস্থা, প্রযুক্তি ব্যবহার ও অভিভাবকত্বের ধরণ কেমন?

Understanding Socio-emotional Development:

1. আপনার মতে “সামাজিক-আবেগিক বিকাশ” বলতে কী বোঝায়?
2. আপনার মতে কি জাতীয় আচরণ শিশুদের স্বাস্থ্যকর সামাজিক-মানসিক বিকাশ প্রকাশ করে?
3. আপনি কীভাবে কোনো শিশুর আবেগ ও সামাজিক বিকাশ পর্যবেক্ষণ বা মূল্যায়ন করে থাকেন?

Exposure to Digital Media:

1. আপনার ক্লাস বা ডে-কেয়ারে কি শিশুরা ডিজিটাল মিডিয়া ব্যবহার করে (যেমন মোবাইল, ট্যাব, ভিডিও)? যদি করে থাকেন, তাহলে তা কীভাবে এবং কত সময় ধরে করে থাকেন?
2. কোন ধরনের কনটেন্টে শিশুরা বেশি আগ্রহী (কার্টুন, গেমস, লার্নিং অ্যাপ)?
3. আপনি কি জানেন বা ধারণা করতে পারেন, শিশুদের বাড়িতে কতটা স্ক্রিন টাইম হয় এবং কী ধরনের কনটেন্ট দেখা হয়?
4. অভিভাবকরা এই বিষয়ে কী ধরনের মতামত বা ব্যাখ্যা দেন?

Perceived Benefits of Digital Media:

1. আপনি কী কখনও এমন কোনো পরিস্থিতি দেখেছেন যেখানে ডিজিটাল মিডিয়া শিশুর আবেগিক বা সামাজিক আচরণে ইতিবাচক প্রভাব ফেলেছে?
2. আপনি কি মনে করেন ডিজিটাল মিডিয়া শিশুদের সহানুভূতি, আত্মনিয়ন্ত্রণ বা আবেগ প্রকাশে সাহায্য করতে পারে? যদি পারেন, উদাহরণ দিন।
3. আপনি কি নিজে কখনও ক্লাসে ডিজিটাল টুল বা অ্যাপ ব্যবহার করেছেন শিশুদের আবেগিক বিকাশের জন্য?

Perceived Concerns and Challenges:

1. আপনি কী এমন কোনো আচরণগত সমস্যা বা পরিবর্তন দেখেছেন যা আপনি মনে করেন ডিজিটাল মিডিয়া ব্যবহারজনিত হতে পারে?
2. আপনি কীভাবে ডিজিটাল মিডিয়া শিশুর উপর নিম্নলিখিত প্রভাব ফেলতে পারে বলে মনে করেন:
 - মনোযোগের ঘাটতি
 - সহপাঠীদের সাথে সম্পর্ক

- আবেগ নিয়ন্ত্রণ
- সহানুভূতির অভাব

3. আপনি কি মনে করেন ডিজিটাল মিডিয়া শিশুকে অতিরিক্ত উদ্দীপিত করে, একাকীত্ব তৈরি করে বা তাদের মধ্যে নির্ভরতা গড়ে তোলে?

Teacher's Role & Institutional Practice:

1. আপনি কি নিজে ক্লাসে ডিজিটাল মিডিয়া ব্যবহারে কোনো পরিকল্পনা বা নিয়ম মেনে চলেন?
2. আপনার স্কুল/ডে-কেয়ারে কি ডিজিটাল মিডিয়া ব্যবহারের জন্য কোনো নির্দিষ্ট নীতি বা গাইডলাইন আছে?
3. আপনি কি অভিভাবকদের সাথে ডিজিটাল মিডিয়া ব্যবহারের বিষয়ে কথা বলেন? তারা কেমন প্রতিক্রিয়া দেন?
4. আপনি কি এই বিষয়ে কোনো প্রশিক্ষণ বা সহায়তা পেয়েছেন?

Reflections and Suggestions:

1. আপনি অভিভাবকদের কী ধরনের পরামর্শ দিতে চান যাতে শিশুরা ডিজিটাল মিডিয়া থেকে ইতিবাচক প্রভাব পায়?
2. আপনি নিজে শিক্ষকের ভূমিকা আরও কার্যকর করতে কী ধরনের সহায়তা বা প্রশিক্ষণ প্রয়োজন মনে করেন?
3. আপনি যদি শিশুদের আবেগিক বিকাশের জন্য ডিজাইন করা একটি আদর্শ ডিজিটাল টুল তৈরি করতেন, তবে সেটি কেমন হতো?

Appendix C

Voluntary Consent Form for Teachers

BRAC Institute of Educational Development, BRAC University

Title: Teachers' Perception of Digital Media's Role in the Socio-Emotional Development of Children Aged from Infancy to Eight Years

Principal Investigator: Mahatajin Rumana Shuchi

Introduction: Digital media has become increasingly integrated into children's play lives, influencing their learning, social interactions, and emotional experiences. Teachers, as key facilitators of early childhood development, in a social context, play an important role in observing and guiding children's socio-emotional development in the context of digital media use. Understanding their perspectives can help inform future educational practices and policies to support children's healthy development.

Purpose of the study: The purpose of this study is to explore teachers' perspectives on the role of digital media in the socio-emotional development of children from infancy to eight years.

Why selected: Teachers have been selected to participate in this study because of the role they play in both preschool and daycare facilities, working closely with children within the age range. Your valuable experiences and insights will contribute to this research.

Expectations from the Respondent:

If you agree to participate, you will be expected to share your thoughts, opinions, and experiences regarding children's use of digital media and its impact on their socio-emotional development. Your participation will involve an in-depth interview (IDI) or focus group discussion (FGD), which will last approximately 45-60 Minutes.

Potential Risks and Benefits:

There are no expected risks associated with your involvement in this research. However, by participating, you may contribute to the advancement of areas in early childhood development by offering a valuable perspective.

Confidentiality, Anonymity, and Privacy:

All the information you provide during this study will be kept strictly confidential. Your name or any identifying details will not be revealed in any reports or publications based on this research.

Future use of Data:

Some parts of the data gathered through this study may be used in future research projects. Nevertheless, your identity will always remain anonymous, and all necessary measures will be taken to protect your privacy.

Voluntary Participation and Right to Withdraw:

Your involvement in this research is entirely voluntary. You have the absolute right to decline participation or withdraw from the study at any point without any negative consequences or penalties.

If you agree to take part in this research, please confirm your consent by signing or placing your left thumbprint below.

Thank you very much for your cooperation.

Signature of Investigator

Date:

Signature of Participant

Date: