

**Citation:** Sarwar, M. A., Ahmad, D., & Tabassum, S. (2023). Effect of YouTube Kids' App Content on Children's Behavior. *Global Digital & Print Media Review*, VI(1), 264-280.  
[https://doi.org/10.31703/gdpmr.2023\(VI-I\).21](https://doi.org/10.31703/gdpmr.2023(VI-I).21)

- Vol. VI, No. I (Winter 2023)
- Pages: 264 – 280
- p- ISSN: 2788-4988
- e-ISSN: 2788-4945

▪ URL: [http://dx.doi.org/10.31703/gdpmr.2023\(VI-I\).21](http://dx.doi.org/10.31703/gdpmr.2023(VI-I).21) ▪ DOI: 10.31703/gdpmr.2023(VI-I).21



**GDPMR**  
Global Digital & Print Media Review  
[www.gdpmr.com](http://www.gdpmr.com)



Cite Us



Muhammad Azeem Sarwar \*

Dawood Ahmad †

Shazia Tabassum ‡

## Effect of YouTube Kids' App Content on Children's Behavior

**Abstract:** *This study investigates the impact of the material available on the YouTube Kids application on the behavioural patterns shown by Children. In the contemporary era of digital technology, wherein Children possess convenient accessibility to diverse media platforms, apprehensions have emerged over the possible impact of digital material on their behavioural patterns. The primary objective of this research was to investigate the correlation between the material available on the YouTube Kids application and the behavioural patterns shown by children. Specifically, this study concentrates on the influence of such content on the behaviour, and achievements of children. The study aims to ascertain the influence of certain content categories on behaviour and examine the moderating function of parental mediation in these effects. Utilising a mixed-methods methodology, this research incorporates the administration of questionnaires and behavioural assessments to gather quantitative data, which is further enriched by qualitative insights obtained via interviews*

**Key Words:** YouTube Kids App, Children's Behaviour, Contents, Effects

**Corresponding Author:** Dawood Ahmad (Assistant Professor, Department of Education, The University of Faisalabad, Faisalabad, Punjab, Pakistan. Email: [asst.prof.edu@tuf.edu.pk](mailto:asst.prof.edu@tuf.edu.pk))

### Introduction

In the contemporary era characterised by digital advancements, children are being raised in an environment saturated with technology, therefore experiencing a pervasive immersion in the realm of digital media. YouTube has evolved as a prominent and influential digital platform, exerting a significant impact on the manner in which

individuals engage with material and get information. YouTube Kids is a customised version of YouTube for kids. This software gives kids a safe, age-appropriate digital environment to play. YouTube Kids offers a wide range of kid-friendly videos. These movies feature animation, teaching, nursery rhymes, interactive games, and DIY projects.

\* PhD Scholar, Department of Education, The University of Faisalabad, Faisalabad, Punjab, Pakistan.

† Assistant Professor, Department of Education, The University of Faisalabad, Faisalabad, Punjab, Pakistan.

‡ PhD Scholar, Department of Education, The University of Faisalabad, Faisalabad, Punjab, Pakistan.

Adolescents spend a lot of time on the site because of its appealing UI and content.

The YouTube Kids app's content may affect children's conduct, despite its stated goal of providing a safe digital environment. Children's exposure to many films raises concerns about their conduct, social relationships, emotional reactions, and cognitive development.

The existing body of research examining the impact of digital media on child development has shown varied results. Although digital media has the potential to provide educational advantages and foster creativity, it is important to acknowledge that prolonged screen time and exposure to improper material have been linked to adverse consequences on the behaviour and well-being of children. The examination of the impact of the YouTube Kids app on the behaviour of young children is of paramount significance, considering its sole focus on catering to this particular demographic. The primary objective of this study is to investigate the correlation between the material available on the YouTube Kids application and the behaviour shown by children. This research seeks to provide insights into the possible consequences of children's media intake. (Alqahtani al [2023](#))

This study aims to enhance the current understanding of the influence of YouTube Kids app content on children's behaviour, so making a valuable contribution to the existing scholarly literature on the effects of digital media on child development. The results of this research will provide significant knowledge for parents, educators, and legislators, enabling them to make well-informed choices about children's media consumption and promoting a more secure and intellectually stimulating digital atmosphere for young individuals (Polizzi, G. [2020](#)).

In the following sections, we will examine the study questions, goals, methods, importance, and conclusion to better understand the nuanced link between YouTube Kids content and children's behaviours. This study contributes to the

ongoing debate on how digital media affects our youth. This research also examines how YouTube Kids material affects children's conduct. This research examines how application content may affect young users' aggression, prosocial conduct, and academic performance. Our research also seeks to determine if violent cartoon programming or instructive videos affect conduct differently (Castelló-Martínez et al. [2020](#)).

A mixed-methodologies research approach using quantitative and qualitative methods will accomplish these goals. The quantitative research will distribute questionnaires to a diverse sample of parents to learn about their children's use of YouTube Kids and any behavioural changes. Behavioural assessments will measure aggression, prosociality, and academic accomplishment (Purnama, et al [2022](#)).

During the qualitative phase, a series of in-depth interviews will be conducted with a selected group of parents. The purpose of these interviews is to get a more comprehensive understanding of the parents' perspectives about the influence of the app on their child's behaviour. Furthermore, a comprehensive examination will be conducted on a representative sample of YouTube Kids videos using the method of content analysis. This analysis will include the categorization of the video material into several themes, with the aim of identifying any possible correlations between these themes and children's behaviour. The study is important due to its ability to provide evidence-based suggestions for parents, educators, and policymakers about the promotion of responsible media usage among young children. By comprehending the impact of the material available on the YouTube Kids application on children's behaviour, we can provide parents with the necessary knowledge to make well-informed choices about their child's utilisation of digital media. Educators have the opportunity to use the aforementioned results in order to design media literacy programs that enable students to critically interact with digital information and make well-informed decisions.

The officials might use this study to formulate recommendations and legislation aimed at ensuring that the YouTube Kids application offers a secure and advantageous digital milieu for children. This research endeavour aims to provide a valuable contribution to the existing scholarly conversation around the influence of digital media on the development of children. By doing so, it seeks to foster a more holistic understanding of the possible advantages and disadvantages associated with children's engagement with various forms of media.

The primary objective of this study is to provide insight into the intricate correlation between the information available on the YouTube Kids application and the behavioural patterns shown by Children. By conducting a comprehensive examination of the subject matter, our objective is to cultivate conscientious habits in consuming media, advocate for constructive conduct, and provide an online environment that supports the optimal growth and well-being of the younger population. By acknowledging the impact of digital media on the behaviour of children, it is possible for us to collaboratively strive towards establishing a digital experience for children using the YouTube Kids application that is both safer and more conducive to their growth and development.

### Research Objectives

---

1. To evaluate the various categories of material accessible via the YouTube Kids application, as well as their frequency of occurrence in videos seen by children.
2. To examine the alterations in behaviour seen in children who engage in frequent usage of the YouTube Kids application, in comparison to those who do not use it.
3. To examine the potential associations between distinct content categories available on the application and changes in the behaviour of Children. To explore the role of parental mediation and its influence on the

effects of YouTube Kids app content on children's behaviour.

### Inclusion and Exclusion Criteria

---

#### Inclusion Criteria

---

- The research largely examined children between the age range of 2 to 10 years, since the YouTube Kids app is primarily designed for this specific demographic.
- Participants in this research must demonstrate frequent use of the YouTube Kids app since the main objective is to examine the impact of app content on behaviour within its target group.
- Parental agreement is needed for the inclusion of children in the research, to ensure adherence to ethical principles.
- Diverse Participant Pool: The primary objective of this research is to include individuals from a wide range of backgrounds, including varying socioeconomic statuses, cultural heritages, and geographic origins, in order to establish a sample that accurately reflects the population.

#### Exclusion Criteria

---

- Exclusion of Participants with Minimal Exposure to Digital Media: In order to ensure that the research remains focused on the effect of app content, individuals who do not use the YouTube Kids app or have minimal exposure to digital media will be excluded from participation.
- Exclusion of Children with Behavioural Disorders: In order to mitigate the effect of confounding variables that may independently affect behaviour, children who have been diagnosed with behavioural disorders or developmental delays may be excluded from the study.

### Research Methodology

---

The effects of YouTube Kids material on children's behaviour are the focus of this mixed-methods study. The study combined

quantitative and qualitative techniques to have a thorough grasp of the subject.

### **Sampling Techniques**

---

- Convenience Sampling: Participants were recruited in a manner that prioritises accessibility and convenience of data collection, taking into account varied locations and communities.
- Stratified sampling was used in order to enhance the representativeness of the sample by categorising individuals according to age groups, gender, and geographical areas.

### **Data Collection Instruments**

---

- This study employed online questionnaires to collect quantitative data from YouTube Kids parents. A well-organized questionnaire will be created for this. The research collects data on children's app usage, content, and conduct.
- Behavioural Assessments: Standardised scales will test children's aggression, prosociality, and academic success. Semi-structured interviews with a chosen sample of parents gathered qualitative data on how the YouTube Kids app affects their children's behaviour (Muhammad, Masood, & Anis, 2019, 2020). This research analyses YouTube Kids videos from a representative sample. This study categorises these films' topics and examines any probable links between them and children's conduct.

### **Data Collection Procedure**

---

- Survey Administration: Social media, email lists, and community centres invited parents to do the online survey. Before answering a questionnaire on their child's YouTube Kids usage and behaviour, parents must provide informed consent.
- Standardised scales evaluate children's conduct in behavioural evaluations. These examinations were usually done

in schools or community centres with privacy and confidentiality measures.

- The study technique includes qualitative interviews with a subset of parents. In-person and video-conferencing interviews were conducted (Muhammad & Brett, 2017). This method lets parents share their perspectives on their child's conduct and app usage.
- This research analyses several YouTube Kids' videos. Thematic, genre, and child behavioural effects classified the item.

### **Literature Review**

---

The advent of digital media platforms has had a profound influence on the media consumption habits of children, with the YouTube Kids application developing as a widely favoured platform for engaging with content. This literature study examines the many viewpoints about the impact of YouTube Kids app content on children's behaviour, spanning both good and negative consequences.

**Positive Influences:** Several scholarly investigations have highlighted the prospective educational advantages associated with the utilisation of the YouTube Kids application. According to Moyle et al. (2019), there is a strong emphasis on the potential of well-designed educational applications to improve cognitive abilities and foster desirable behaviours digital media, such as the YouTube Kids app, may have a significant impact on the development of early reading skills by promoting language acquisition and stimulating innovative thinking. Saka,(2021) propose that the deliberate selection and organisation of information might enhance educational achievements and cognitive development.

Negative influences have been a subject of worry in relation to the possible adverse effects of the material available on the YouTube Kids app on children's behaviour. According to Vijayalakshmi (2019), an argument is made that extended exposure to certain material might potentially be a contributing factor to

the development of violent behaviours, desensitisation towards violence, and worsened social interactions (Muhammad, Akhter, & Lala, 2019). The presence of age-inappropriate content presents possible hazards, which may have an impact on the emotional and social development of children. Szpunar et al. (2021) emphasise the correlation between excessive screen time, which is made possible by applications such as YouTube Kids, and the disruption of sleep cycles, decreased levels of physical activity, and the potential risk of obesity.

The influence of parental mediation plays a crucial part in determining the impact of material on children's behaviour within the context of the YouTube Kids app. Zhang et al. (2022) argue in favour of active parental engagement, highlighting the significance of joint watching and dialogues in improving educational achievements and minimising possible adverse consequences. The examination of content quality is also a subject of analysis, as emphasised highlighting the importance of varied and developmentally appropriate material that is in line with the needs and values of children.

The cognitive and emotional development of children is investigated by researchers in relation to the influence of information seen on the YouTube Kids application. According to Blackburn et al. (2023), there is a suggestion that the quick consumption of material on digital platforms might potentially impede attention span and cognitive abilities. The concept mentioned above is further expanded upon, suggesting that frequent exposure to violent or aggressive material may lead to diminished sensitivity among youngsters towards violence in the actual world. The potential of observational learning, when children replicate behaviours shown in movies, impacts their own actions.

Taylor et al (2023) Examined that cultural and societal factors have a big role in shaping the way children interact with the information available on the YouTube Kids app. The manner in which youngsters understand media information is influenced by their own backgrounds and experiences. The manner in

which the media presents information may have an effect on the way youngsters see gender roles and diversity, ultimately influencing their self-concept and values.

Smyth (2019) argued that the need to implement effective content control to safeguard minors from being exploited by deceptive marketing is underscored. It is cautioned that the blurring of boundaries between advertising and content may result in the development of materialistic attitudes and consumerism among youngsters.

The existing body of work pertaining to the impact of YouTube Kids application content on children's behaviour demonstrates a multifaceted interaction between favourable and unfavourable impacts. Suhirman (2022) The application exhibits potential as an educational instrument, fostering inquisitiveness and facilitating cognitive development. Nevertheless, there are apprehensions about the possible negative impacts on behaviour and social development. The examination of parental mediation, content quality, cultural context, and ethical issues arises as crucial elements that require careful study. Further investigation is needed in order to effectively negotiate the intricacies associated with the YouTube Kids application and effectively use its potential advantages, all while ensuring the comprehensive development and well-being of children.

Blumberg (2019) examines the use of the YouTube Kids application has attracted considerable attention in the context of screen time rules and its potential health repercussions. It is advised to exercise care in relation to excessive screen time, even while engaging with educational material, since there may be a correlation with diminished language abilities. Pragmatic suggestions for parents and carers to effectively manage the allocation of screen time in conjunction with other activities that are essential for holistic development. This emphasises the need to achieve a harmonious equilibrium between the use of applications and other modes of involvement in order to foster the comprehensive well-being of youngsters.

Pratama (2020) probes that the impact of the material available on the YouTube Kids app extends to the dynamics and relationships inside families. Shared media experiences, such as co-viewing and engaging in conversations regarding the content of apps, have the potential to enhance familial connections and enhance children's comprehension. Furthermore, the involvement of parents in the process of choosing and providing context for information may enhance the quality of interactions and promote valuable learning experiences.

The influence of the YouTube Kids app on children's behaviour is intricately connected to their attainment of developmental milestones and the dissemination of social values. According to Christakis (2017), including content that is in line with these milestones may effectively strengthen good behaviours and facilitate the development of skills. Nevertheless, the significance of deliberate material selection and parental supervision becomes evident when considering the possibility of being exposed to contradictory or impractical social standards.

Boerman and Van Reijmersdal (2020) concluded that the use of the YouTube Kids app has ethical implications and privacy problems in relation to children's involvement. The personalised nature of digital material distribution gives rise to worries about data collecting and its possible impact on the choices and behaviours of youngsters. Ensuring the protection of children's privacy and promoting appropriate data use are essential factors in facilitating a favourable application experience.

Jones and Cuthrell (2011) concluded that it offers a wide variety of educational videos with the goal of promoting learning and the development of skills. According to several studies, children's cognitive capacities, particularly in areas like problem-solving and critical thinking, may be improved with well-designed instructional materials. However, the lack of thorough content selection and strict quality control procedures on the platform may expose kids to inappropriate or

non-educational materials, thereby preventing them from moving forward in their education.

Castro, R. (2019) scrutinize that YouTube Kids' usage of user-generated content exposes kids to a variety of viewpoints and facts, promoting digital literacy and critical thinking abilities. However, concerns about children's digital literacy skills and their ability to distinguish between reliable information sources and unreliable sources are raised by the content curation on the platform. The development of critical thinking abilities is essential for helping kids navigate the vast selection of content available through the program.

### **Future study Directions**

---

Although the current body of research has yielded useful insights, there are still areas that need more investigation. Longitudinal studies have the potential to provide a more comprehensive understanding of the enduring impacts of YouTube Kids app content on behaviour and developmental outcomes. Furthermore, it would be beneficial for future studies to investigate the effectiveness of various parental mediation tactics and interventions in order to enhance favourable results. Gaining a comprehensive comprehension of the intricate dynamics among application content, cultural settings, and developmental phases has the potential to facilitate the creation of more customised and efficient content design.

### **Research Gap**

---

There exists a notable study void within the contemporary context regarding the impact of YouTube Kids application content on the behavioural patterns of children. Although the current body of work offers valuable insights into many facets of this association, there is a conspicuous lack of thorough investigation centred on the congruence between application content and the distinct developmental requirements and socio-cultural environments of children.

Moreover, there is a lack of research that considers the viewpoints of both children and

parents simultaneously in order to assess the overall influence of app content on behaviour. This is an area that has not been well explored. This study provides a comprehensive analysis of the complex relationship between content design, individual development, and social effects, filling the existing gaps in the literature. It offers new and valuable insights that align with the changing demands of modern society.

### Discussion and Analysis

Based on the demographic data and replies supplied, it is apparent that the primary carer is a female between the ages of 30 and 40. Furthermore, it is obvious that her kid often utilises the YouTube Kids application, dedicating a substantial amount of time, namely 2-3 hours or more, to its use on a daily basis. The parent expresses a high level of agreement with the app's ability to foster their child's exploration of new interests, develop their problem-solving skills, facilitate good social interactions and sharing behaviours, and improve their communication abilities. Furthermore, the respondents concur that the application's content is in accordance with their familial principles and has a beneficial influence on their child's general conduct and

mindset. The parent demonstrates active engagement in overseeing the material that their kid consumes on the application.

In general, the parental feedback indicates a mostly favourable perception of the impact of the YouTube Kids application on their child's behaviour. The application is seen as a tool that enables a range of beneficial results in relation to cognitive, social, and emotional advancement. The parent recognises the impact of the application on their child's interests, problem-solving ability, social interactions, sharing behaviours, and communication skills. This implies that the YouTube Kids application is effectively contributing to the enhancement of various facets of a child's development.

In addition, the proactive engagement of parents in monitoring the material reflects their responsible approach to parenting and their dedication to promoting a secure and advantageous media consumption environment for their offspring. Through active engagement, parents may exert influence on their child's selection of media content, therefore ensuring that the chosen material is consistent with their family's values and educational inclinations.

**Table 1**

*Age of Respondent*

| Age of Respondent |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------|-------|-----------|---------|---------------|--------------------|
| Valid             | 30-40 | 10        | 100.0   | 100.0         | 100.0              |

The presented table provides demographic data pertaining to the age distribution of the survey participants. The participants in this study are between the ages of 30 and 40. The research included a sample size of 10 participants, all of whom fall within the designated age range of 30 to 40 years.

- The frequency of responses within the age category of 30-40 is 10.
- Percentage: The proportion of participants within the specified age category is 100.0%.

- The valid percentage is 100.0% since all participants in the study belong to the designated age range.

The cumulative percentage is a measure that indicates the running total of responses within a certain age group, representing the proportion of individuals in that group. In the given scenario, where there exists a single age group, it can be seen that the cumulative percentage corresponds to the legitimate percentage, which is 100.0%.

**Table 2**

Education of Respondent

| Education of Respondent |          | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------------------------|----------|-----------|---------|---------------|--------------------|
| Valid                   | Bachelor | 10        | 100.0   | 100.0         | 100.0              |

The table shown above offers insights into the educational history of the participants. All participants possess a Bachelor's degree.

- The frequency of respondents holding a Bachelor's degree is 10, indicating the number of individuals who possess this educational qualification. The

percentage of respondents with a Bachelor's degree is 100.0%, denoting the proportion of the total population surveyed that have this degree.

- The valid percentage for this data set is 100.0% since all respondents possess a Bachelor's degree.

**Table 3**

Female

| Female |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|--------|--------|-----------|---------|---------------|--------------------|
| Valid  | Mother | 10        | 100.0   | 100.0         | 100.0              |

The presented table provides information on the gender distribution of the respondents. All participants are classified as individuals who identify themselves as moms.

The frequency of respondents who identify as moms is 10, indicating the total number of individuals who fall into this

category. Additionally, the percentage of respondents who are mothers is 100.0%, denoting the proportion of the whole sample that identifies as mothers.

The valid percentage of responses is 100.0% since all participants in the study are moms

**Table 4**

YouTube Kids App Usage

| Youtube Kids app Usage |            | Frequency | Percent | Valid Percent | Cumulative Percent |
|------------------------|------------|-----------|---------|---------------|--------------------|
|                        | Often      | 3         | 30.0    | 30.0          | 30.0               |
| Valid                  | Very Often | 7         | 70.0    | 70.0          | 100.0              |
|                        | Total      | 10        | 100.0   | 100.0         |                    |

The presented table provides data on the frequency of use of the YouTube Kids application among the participants. Participants were queried on the frequency with which their offspring use the application.

Frequency: Within the sample population, a total of 3 participants said that their offspring use the application "Often," while 7 participants reported that their offspring employ the application "Very Often."

The proportion of participants whose children use the application "Often" is 30.0%, whereas the proportion of participants whose children utilise the application "Very Often" is 70.0%.

The valid percentages in this context indicate the relative distribution of respondents across different use frequency categories, namely among those who supplied valid replies. Given that all participants have supplied replies that are considered legitimate,



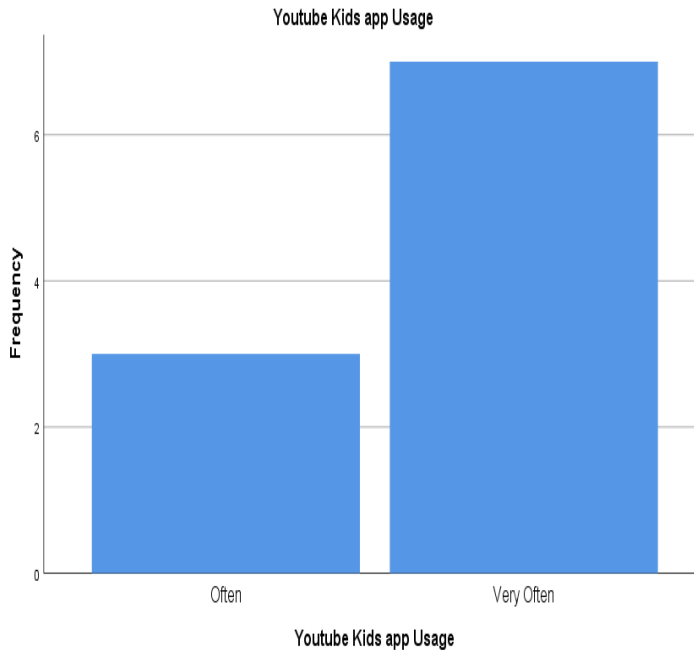
it may be inferred that the percentage of valid responses is equivalent to the overall percentage.

The cumulative percentage is a measure that indicates the total number of respondents in each category of use frequency, as it accumulates over time. As an example, the aggregate percentage for the category "Very Often" reveals that 70.0% of participants said

that their offspring use the application "Very Often," including those who also employ it "Often."

The tables presented above provide a thorough depiction of the demographic attributes and replies of the research participants, therefore illuminating their age, educational background, gender, and patterns of utilisation of the YouTube Kids application.

**Graph 1**



**Table 5**

| How many hours per day does your child typically spend watching content on the YouTube Kids app? |                  |           |         |               |                    |
|--|------------------|-----------|---------|---------------|--------------------|
|  |                  | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid  | 2-3 Hour         | 3         | 30.0    | 30.0          | 30.0               |
|  | More than 3 Hour | 7         | 70.0    | 70.0          | 100.0              |
|  | Total            | 10        | 100.0   | 100.0         |                    |

Within the surveyed population, it was found that 30% of participants said that their offspring normally allocate 2-3 hours daily to consuming material on the YouTube Kids application. Conversely, the majority, including 70% of respondents, indicated that

their children spend in excess of 3 hours per day engaging with the aforementioned application. The presented data demonstrates diverse use patterns, whereby a significant proportion of Children actively interact with the application for prolonged durations.

Graph 2

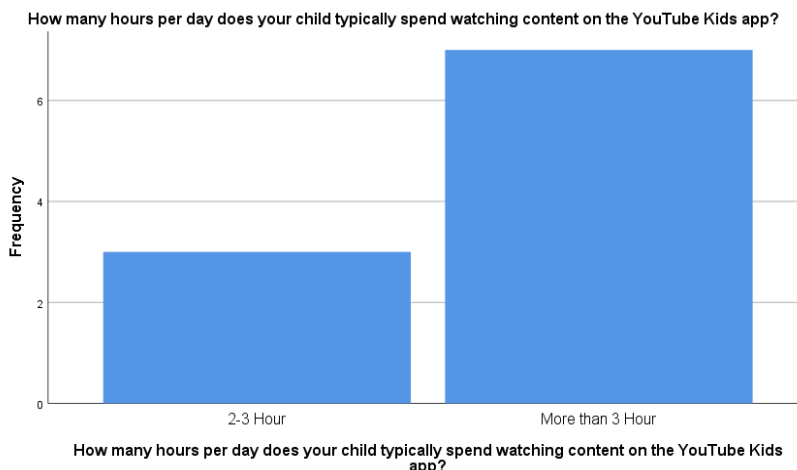


Table 6

| Behavioural Effect  |                |           |         |               |                    |
|---|----------------|-----------|---------|---------------|--------------------|
| The YouTube Kids app encourages my child to explore new interests and hobbies |                |           |         |               |                    |
|   |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | Agree          | 4         | 40.0    | 40.0          | 40.0               |
|   | Strongly Agree | 6         | 60.0    | 60.0          | 100.0              |
|   | Total          | 10        | 100.0   | 100.0         |                    |

In relation to the impact of the YouTube Kids application on children's inclination to explore novel interests and hobbies, the collected data reveals that 40% of participants express a strong concurrence with this assertion, whilst 60% express agreement. This finding indicates that a considerable proportion of parents hold the belief that the application has a beneficial

influence on their child's curiosity and propensity to explore novel activities. The cumulative percentage indicates that all participants in the survey supplied legitimate replies, highlighting the unanimity of engagement in this particular area of the study.

Table 7

| I have noticed positive changes in my child's problem-solving abilities due to the content on the YouTube Kids app. |                |           |         |               |                    |
|---|----------------|-----------|---------|---------------|--------------------|
|   |                | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid   | Agree          | 6         | 60.0    | 60.0          | 60.0               |
|   | Strongly Agree | 4         | 40.0    | 40.0          | 100.0              |
|   | Total          | 10        | 100.0   | 100.0         |                    |

In relation to the observed influence of the YouTube Kids application on the problem-solving capabilities of Children, a majority of 60% of participants express agreement with the discernible presence of favourable alterations in this domain. Moreover, a significant proportion of participants, namely 40%, express a strong concurrence with the

aforementioned assertion, suggesting a noteworthy impact of the application in augmenting one's ability to solve problems. The cumulative percentage represents the collective involvement of all participants, indicating consensus engagement in the evaluation of the application's impact on children's problem-solving skills.

**Table 8**

| <b>The YouTube Kids app promotes healthy social interactions and sharing behaviours in my child</b> |                |                  |                |                      |                           |
|---|----------------|------------------|----------------|----------------------|---------------------------|
|   |                | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
| Valid   | Agree          | 6                | 60.0           | 60.0                 | 60.0                      |
|   | Strongly Agree | 4                | 40.0           | 40.0                 | 100.0                     |
|   | Total          | 10               | 100.0          | 100.0                |                           |

According to the statistics, a majority of respondents, namely 60%, express agreement with the YouTube Kids app's contribution to fostering good social connections and encouraging sharing behaviours among their children. Furthermore, a significant proportion of participants, namely 40%, express strong agreement with the aforementioned remark, indicating a

noteworthy impact of the application in promoting favourable social conduct. The cumulative percentage of 100% represents the total involvement of all participants, indicating unanimity participation in evaluating the app's impact on fostering healthy social interactions and sharing behaviours among Children.

**Table 9**

| <b>My child's communication skills have improved as a result of using the YouTube Kids app</b> |                |                  |                |                      |                           |
|--|----------------|------------------|----------------|----------------------|---------------------------|
|  |                | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
| Valid  | Agree          | 7                | 70.0           | 70.0                 | 70.0                      |
|  | Strongly Agree | 3                | 30.0           | 30.0                 | 100.0                     |
|  | Total          | 10               | 100.0          | 100.0                |                           |

In relation to the enhancement of children's communication skills facilitated by the utilisation of the YouTube Kids application, a significant majority of 70% of participants express agreement that their offspring's communicative proficiencies have seen positive outcomes as a result of engaging with the aforementioned app. Furthermore, it is worth noting that a significant proportion of participants, namely 30%, expressed a strong

agreement with the aforementioned statement, thus underscoring the beneficial influence of the application in augmenting the communicative abilities of young individuals. The cumulative percentage of 100% represents the collective engagement of all participants, demonstrating unanimity involvement in evaluating the impact of the application on children's communication abilities.

**Table 10**

| <b>The YouTube Kids app content aligns well with my family's values and educational preferences</b> |                            |                  |                |                      |                           |
|---|----------------------------|------------------|----------------|----------------------|---------------------------|
|   |                            | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
| Valid   | Neither agree nor disagree | 3                | 30.0           | 30.0                 | 30.0                      |
|   | Agree                      | 7                | 70.0           | 70.0                 | 100.0                     |
|   | Total                      | 10               | 100.0          | 100.0                |                           |

Regarding the congruence between the content of the YouTube Kids application and the values and educational preferences of

families, it is observed that 70% of the participants concur that the app's content aligns favourably with their family's values

and preferences. In contrast, a significant proportion of 30% of participants expressed a neutral stance, neither affirming nor negating the given assertion. The cumulative percentage of 100% signifies the

comprehensive engagement of all participants, indicating unanimity participation in assessing the alignment of the application's content with their family's values and educational choices.

**Table 11**

| <b>I believe that the YouTube Kids app has a positive impact on my child's overall behaviour and attitude</b> |                |                  |                |                      |                           |
|---|----------------|------------------|----------------|----------------------|---------------------------|
|   |                | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
| Valid   | Agree          | 8                | 80.0           | 80.0                 | 80.0                      |
|   | Strongly Agree | 2                | 20.0           | 20.0                 | 100.0                     |
|   | Total          | 10               | 100.0          | 100.0                |                           |

In relation to the perception of the YouTube Kids app's potential to positively affect children's general behaviour and attitude, it is noteworthy that 80% of the participants expressed agreement with the notion that the app exerts a beneficial effect. Furthermore, it is worth noting that a significant proportion of participants, namely 20%, expressed a strong agreement with the aforementioned concept.

This underscores the positive impact of the application on the behavioural patterns and attitudes of Children. The cumulative percentage of 100% indicates the whole involvement of all participants, emphasising consensus participation in assessing the impact of the application on children's overall behaviour and attitude.

**Table 12**

*Parental Involvement and Controls*

| <b>I believe that the YouTube Kids app has a positive impact on my child's overall behaviour and attitude</b> |                |                  |                |                      |                           |
|---|----------------|------------------|----------------|----------------------|---------------------------|
|   |                | <b>Frequency</b> | <b>Percent</b> | <b>Valid Percent</b> | <b>Cumulative Percent</b> |
| Valid   | Agree          | 9                | 90.0           | 90.0                 | 90.0                      |
|   | Strongly Agree | 1                | 10.0           | 10.0                 | 100.0                     |
|   | Total          | 10               | 100.0          | 100.0                |                           |

Regarding the supervision of the material accessed by their children on the YouTube Kids application, it is seen that 90% of the participants agree with the notion of actively participating in this monitoring process. Moreover, a notable 10% of participants express strong agreement with this practice, highlighting their diligent stance towards overseeing the content of the application. The cumulative percentage of 100% represents the complete involvement of all participants, signifying unanimity participation in evaluating the degree to which parents supervise their child's material intake on the YouTube Kids application.

**Conclusion**

It is essential to acknowledge that while the viewpoint of the parent has significance and reflects a favourable encounter, individual experiences may exhibit variability. The active engagement of parents in monitoring and managing their child's use plays a crucial role in the documented favourable effects. Furthermore, it is important to maintain moderation and a balanced allocation of screen time in order to safeguard against the potential displacement of other vital activities within a child's daily regimen by digital media use.

In the present study, the findings indicate that the YouTube Kids application has yielded

favourable outcomes on the child's conduct and growth within the context under examination. This may be largely attributed to the congruence between the app's content and the parental values, as well as the active involvement of the parent in supervising the child's media intake.

The parental replies demonstrate a favourable impact of the YouTube Kids application on their child's conduct. However, it is crucial to recognise that the utilisation of digital media, especially on platforms designed for education and entertainment, may yield both advantageous and potentially detrimental consequences. While the parent has placed emphasis on the positive consequences, it would also be of use to contemplate any obstacles or restrictions that may occur from prolonged utilisation of the application.

The allocation of screen time should be carefully considered in order to maintain a healthy balance. Devoting a significant amount of time, perhaps 2-3 hours or more, to the YouTube Kids app on a daily basis may give rise to apprehensions over the child's total screen time and its possible ramifications on other essential activities, including physical play, engagement in outdoor pursuits, and social contacts with peers. Ensuring a harmonious equilibrium between the duration spent on screens and other modes of learning and interaction is crucial for fostering optimal growth.

### Content Quality

---

Although parents make efforts to carefully check the content, there is a potential for encountering material that may not accord with their beliefs or be appropriate for their child's age. Regular changes to content and algorithmic suggestions may unintentionally expose children to material that needs more parental interaction. Furthermore, despite the informative and captivating nature of the app's content, it may nevertheless encourage passive consumption rather than active participation. Promoting the application of knowledge acquired through videos in

practical, real-life endeavours might augment the instructional efficacy of the material.

### Social Contacts

---

Although the application encourages positive social contacts and the sharing of experiences, it is crucial for children to actively participate in in-person interactions with their classmates in order to foster a well-rounded social development.

### Diversity of Experiences

---

Although the application may expose youngsters to new interests, it is crucial for them to engage in a broad spectrum of experiences that extend beyond the app's offerings. These experiences may include hands-on activities, imaginative play, and exposure to varied surroundings.

The parental feedback suggests that the YouTube Kids app has had a beneficial influence on the child's behaviour and development. However, it is important to use a comprehensive and diverse strategy to ensure the child's holistic growth. The active participation, monitoring, and counselling of parents are crucial factors in optimising the beneficial outcomes of the application while mitigating any disadvantages. With the ongoing evolution of technology, it is essential for parents to modify their approaches in order to provide a comprehensive and stimulating upbringing for their children.

Critical media literacy abilities are crucial for children when they interact with digital information. This entails facilitating the child's comprehension of the distinction between actuality and the media material they consume, cultivating their ability to evaluate information from reliable sources, and encouraging critical analysis of the messages delivered by media.

Physical health may be negatively affected by extended periods of screen use, even while engaging with instructive material. It is important to prioritise the child's holistic well-being by promoting the incorporation of frequent breaks, maintaining correct posture, and participating in physical activities.

The YouTube Kids application has the potential to provide both informative and entertaining material; nevertheless, it should not be seen as a substitute for significant parent-child interactions. Participating in discussions pertaining to the subject matter, asking inquiries that prompt thoughtful responses, and exchanging personal anecdotes have the potential to augment a child's educational attainment and understanding.

The need to teach children about online safety, privacy, and appropriate online conduct becomes paramount as they interact with digital platforms. This enables the youngster to make well-informed choices and effectively traverse the digital realm with a focus on safety.

The topic of culture and diversity encompasses the examination and exploration of various cultural practises, beliefs, values, and traditions, as well as the recognition and appreciation of the diverse range. The cultivation of a child's awareness should extend beyond the material provided by the app, as parents play a crucial role in actively facilitating exposure to a wide range of ideas, cultures, and experiences. This facilitates the development of open-mindedness and empathy.

The incorporation of unstructured playtime, creative activities, and chances for creativity may serve as a valuable supplement to instructional DVDs, contributing to the holistic development of children.

By integrating these factors into the child's daily regimen in conjunction with the use of the YouTube Kids application, a more holistic and well-rounded approach may be achieved in facilitating their overall maturation and advancement. The excellent dedication of parents to active engagement and supervision may be further augmented by addressing these possible areas of concern, hence amplifying the beneficial impacts of the application.

As the kid undergoes further development and experiences changing demands, it may be necessary for the parent to make corresponding adaptations to their

attitude towards media intake. Establishing consistent and frequent contact with the kid, actively remaining abreast of the application's features and upgrades, and actively exploring supplementary educational materials may together create a constructive and intellectually stimulating media milieu.

The YouTube Kids application, when used with careful consideration and in combination with supplementary activities and experiences, has the potential to foster good effects on a child's behaviour and overall development. The cultivation of a well-adjusted, inquisitive, and socially proficient person is contingent upon the amalgamation of conscientious parenting, a comprehensive daily regimen, and a mindful attitude towards media use.

### **Drawing Lessons from Authentic Experiences**

---

Although the YouTube Kids app provides a digital platform for both educational and recreational purposes, it is important to recognise that real-life experiences have significant value that cannot be replicated digitally. Engaging in hands-on activities, participating in field excursions, and directly interacting with the environment provide valuable prospects for experiential learning and the cultivation of skills that may not be comprehensively conveyed via digital information.

### **Establishing Appropriate Boundaries**

---

Although the parent recognises the beneficial impacts, it is crucial to establish explicit boundaries and limitations for the use of mobile applications. This practice guarantees that the child's overall schedule is well-rounded and that they are participating in a diverse range of activities in addition to their screen time.

As the kid progresses through several age groups and developmental stages, their needs and interests undergo a process of adaptation. Parents should adjust their approach to choosing and managing information in order to maintain the child's involvement at a level

that is both relevant and intellectually challenging.

### **Promoting Collaborative Activities**

The facilitation of collaborative activities that foster the child's engagement with peers, siblings, or relatives may serve as a valuable supplement to the social connections facilitated by the application, therefore enhancing the child's interpersonal aptitude.

The act of content monitoring by parents is accompanied by the potential exposure of children to novel information via the algorithmic suggestions of the application. Consistently evaluating and modifying the application's configurations and suggestions may contribute to the establishment and preservation of a regulated and appropriate content milieu.

Regular reflection and communication are essential practices in nurturing open communication and gaining a comprehensive grasp of a child's media consumption habits. Engaging in periodic reflections, discussing their interests and experiences, and actively seeking their feedback on the material they

love may contribute to fostering a deeper understanding of their needs.

By integrating these supplementary factors into the parental strategy for overseeing the YouTube Kids application and its influence on their child's conduct and growth, it is possible to augment the observed favourable consequences. The significant impact of the app's beneficial outcomes may be attributed to the parents' shown dedication to active involvement, deliberate monitoring, and focused efforts towards encouraging their child's development.

With the ongoing evolution of technology and the emergence of new digital platforms, it is crucial for parents to maintain an adaptable and thoughtful approach towards media consumption. This approach serves as a valuable asset in guaranteeing that children's digital experiences are enriching, balanced, and aligned with their overall well-being and developmental objectives. By integrating the advantageous features of the YouTube Kids application with a comprehensive approach to child-rearing, the offspring stands to gain from a comprehensive and constructive upbringing.

## References

- Alqahtani, S. I., Yafooz, W. M. S., Alsaeedi, A., Syed, L., & Alluhaibi, R. (2023). Children's Safety on YouTube: A Systematic Review. *Applied Sciences*, 13(6), 4044. <https://doi.org/10.3390/app13064044>
- Blackburn, O., Ritala, P., & Keränen, J. (2022). Digital Platforms for the Circular Economy: Exploring Meta-Organizational Orchestration Mechanisms. *Organization & Environment*, 36(2), 253–281. <https://doi.org/10.1177/10860266221130717>
- Blumberg, F. C., Deater-Deckard, K., Calvert, S. L., Flynn, R. M., Green, C. S., Arnold, D., & Brooks, P. J. (2019). Digital Games as a Context for Children's Cognitive Development: Research Recommendations and Policy Considerations. *Social Policy Report*, 32(1), 1–33. <https://doi.org/10.1002/sop2.3>
- Bornstein, M. H., Putnick, D. L., Costlow, K. M., & Suwalsky, J. T. D. (2018). Retrospective report revisited: Long-term recall in European American mothers moderated by developmental domain, child age, person, and metric of agreement. *Applied Developmental Science*, 24(3), 1–21. <https://doi.org/10.1080/10888691.2018.1462090>
- Castelló-Martínez, A., & Tur-Viñes, V. (2020). Obesity and food-related content aimed at children on YouTube. *Clinical Obesity*, 10(5). <https://doi.org/10.1111/cob.12389>
- Castro, R. (2019). Blended learning in higher education: Trends and capabilities. *Education and Information Technologies*, 24(4), 2523–2546. <https://doi.org/10.1007/s10639-019-09886-3>
- Jones, T., & Cuthrell, K. (2011). YouTube: Educational Potentials and Pitfalls. *Computers in the Schools*, 28(1), 75–85. <https://doi.org/10.1080/07380569.2011.553149>
- Moyle, L., Childs, A., Coomber, R., & Barratt, M. J. (2019). #Drugsforsale: An exploration of the use of social media and encrypted messaging apps to supply and access drugs. *International Journal of Drug Policy*, 63, 101–110. <https://doi.org/10.1016/j.drugpo.2018.08.005>
- Muhammad, Y., & Brett, P. (2017). Some challenges in teaching citizenship in an Islamic context: Pakistan Studies teachers' perspectives and practices in relation to teaching about identity. *Citizenship Teaching & Learning*, 12(3), 279–298. [https://doi.org/10.1386/ctl.12.3.279\\_1](https://doi.org/10.1386/ctl.12.3.279_1)
- Muhammad, Y., Akhter, M., & Lala, G. E. (2019). Exploring online peer harassment experiences of female university students: A qualitative study. *Journal of Educational Research*, 22(2), 109–124. <https://jer.iub.edu.pk/journals/JER-Vol-22.No-2/9.pdf>
- Muhammad, Y., Masood, S., & Anis, F. (2019). Global identity, curricular reform and Pakistan studies textbooks: Understanding teachers' perceptions and beliefs. *Journal of Educational Sciences & Research*, 6(1), 65–78. [https://jesar.su.edu.pk/uploads/journals/5\\_Global\\_Identity\\_and\\_Curricular\\_Reform.pdf](https://jesar.su.edu.pk/uploads/journals/5_Global_Identity_and_Curricular_Reform.pdf)
- Muhammad, Y., Masood, S., & Anis, F. (2020). The influence of a five-day adventure-based experience on international students' perceptions of self-effectiveness: A case study. *Pakistan Social Sciences Review*, 4(1), 776–792. <https://pssr.org.pk/issues/v4/1/the-influence-of-a-five-day-adventure-based-experience-on-international-students-perceptions-of-self-effectiveness-a-case-study.pdf>
- Polizzi, G. (2019). Information Literacy in the Digital Age: Why Critical Digital Literacy Matters for Democracy. *Informed Societies*, 1–24. <https://doi.org/10.29085/9781783303922.003>



- Pratama, S. H. H., Arifin, R. A., & Widianingsih, A. W. S. (2020). The Use of Youtube as a Learning Tool in Teaching Listening Skill. *International Journal of Global Operations Research*, 1(3), 123-129. <https://doi.org/10.47194/ijgor.v1i3.50>
- Purnama, S., Wibowo, A., Narmaditya, B. S., Fitriyah, Q. F., & Aziz, H. (2022). Do parenting styles and religious beliefs matter for child behavioral problem? The mediating role of digital literacy. *Heliyon*, 8(6), e09788. <https://doi.org/10.1016/j.heliyon.2022.e09788>
- Saka, O. A. (2021). Can Teacher Collaboration Improve Students' Academic Achievement in Junior Secondary Mathematics? *Asian Journal of University Education*, 17(1), 33-46. <https://doi.org/10.24191/ajue.v17i1.8727>
- Smyth, C. M. (2019). Towards a Complete Prohibition on the Immigration Detention of Children. *Human Rights Law Review*, 19(1), 1-36. <https://doi.org/10.1093/hrlr/ngy045>
- Suhrman, S., & Ghazali, I. (2022). Exploring Students' Critical Thinking and Curiosity: A Study on Problem-Based Learning with Character Development and Naturalist Intelligence. *International Journal of Essential Competencies in Education*, 1(2), 95-107. <https://doi.org/10.36312/ijece.v1i2.1317>
- Szpunar, M., Vanderloo, L. M., Bruijns, B. A., Truelove, S., Burke, S. M., Gilliland, J., Irwin, J. D., & Tucker, P. (2021). Children and parents' perspectives of the impact of the COVID-19 pandemic on Ontario children's physical activity, play, and sport behaviours. *BMC Public Health*, 21(1), 1-17. <https://doi.org/10.1186/s12889-021-12344-w>
- Taylor, L. B., & Cingel, D. P. (2023). Predicting the use of YouTube and content exposure among 10-12-year-old children: Dispositional, developmental, and social factors. *Psychology of Popular Media*, 12(1), 20-29. <https://doi.org/10.1037/ppm0000368>
- Vijayalakshmi, A., Laczniak, R., & Brocato, D. (2019). Understanding parental mediation of violent television commercials. *Journal of Consumer Marketing*, 36(5), 551-564. <https://doi.org/10.1108/jcm-08-2017-2325>
- Zhang, Z., Xu, Y., Wang, Y., Yao, B., Ritchie, D., Wu, T., ... & Li, T. J. J. (2022, April). Storybuddy: A human-ai collaborative chatbot for parent-child interactive storytelling with flexible parental involvement. In Proceedings of the 2022 CHI Conference on Human Factors in Computing Systems (pp. 1-21).