



Role of Electronic Media in Teaching Moral Development among Intermediate Grade XI-XII Students: Evidence from District Central Karachi

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ABSTRACT

This paper examines the effects of electronic media on the development of children's personalities. Children aged 5-12 years are increasingly exposed to electronic media such as television, mobile phones, and the internet from a young age. The purpose of this paper is to determine the effects electronic media has on children's behavior, emotions, and personalities. This research followed a qualitative approach. Data for the study was gathered through semi-structured interviews as well as open-ended questionnaires among parents and teachers of children in a primary school. Data obtained was then compared using thematic analysis in an effort to identify themes and patterns. From the observations of this study, it is revealed that the use of electronic media has a positive as well as a negative impact on the personality of the child. Educational programs on electronic media can be very helpful in the sense that they can increase the rates of learning and boost the confidence of the child. At the same time, an unbalanced use of electronic media can lead to aggression and lack of attention of the child.



Background of the Study

Electronic media has become an inseparable part of modern life. Television mobile phones, tablets, computers, video games and the internet are now commonly used in almost every household. Children today are exposed to electronic media at a very early age, even before they start formal schooling. This rapid growth in the use of electronic media has brought the attention of the investigator to this extent. A contribution was required to probe further into the matter and measure the impact the electronic media has on a child's emotions and well-being as well as the social interaction and other relations including the level of communication and choice of words in everyday language. There have been drastic modifications in the lifestyles, learning habits, and

personality developments of children. (Rideout, 2017). Personality development can be referred to as the development of emotional, social, moral, and behavior traits that define the character of an individual. Childhood is an important time for the development of an individual's personality as the traits and behaviors formed in childhood tend to remain the same in adulthood. "The personalities of children have long been shaped largely in the home, in the school and in the neighborhood. Yet a new variable in the equation of personality development has emerged in the electronic age. Electronic media have become a forceful socializing factor in the child's environment."(Berk, 2018). Cartoons, documentaries, learning applications, and interactive games have the ability to improve the linguistic capabilities, creativity, overall knowledge, and intelligence of kids. (Hirsh-Pasek et al., 2015). Children are capable of acquiring new ideas, cultures problem-solving skills through appropriate digital material. Use of electronic media supports kids in developing technological literacy skills, which are needed in the contemporary era. (OECD, 2019). Although such positive effects have been achieved, there have been concerns about the overuse of electronic media without supervision among children. Too much time is associated with a lack of physical activities and social interactions, in addition to behavior problems (American Academy of Pediatrics, 2016). Children who overuse electronic media can be associated with symptoms such as aggression, impatience, lack of attention, and instability of their emotional behavior. Inappropriate or violent materials can have a negative influence on children moral and emotional development (Anderson et al., 2017). Electronic media among children has grown rapidly in Pakistan owing to easy access and popularity of smartphones, cheap internet packages, and social media as well as online games.

Statement of the Problem

The increasing use of electronic media by children has become a serious concern for parents, teachers and educators. Children are spending a great deal of their time each day in front of a television, playing video games, or on mobile phones and tabs (Rideout, 2017). While electronic media can be a helpful learning tool, excessive and uncontrolled exposure may have negative consequences on children's personality development (American Academy of Pediatrics, 2016). Many children show changes in behavior, such as increased aggression, reduced social interaction, and lack of patience, poor attention span, and emotional instability. At the same time, parents and teachers often lack awareness of the long-term effects of electronic media on children's emotional, social, and behavioral growth. (Strasburg et al. 2012) Electronic media's influence on children's personality development has been minimally researched in a Pakistani context. Therefore, the problem to be addressed by this study will be an investigation into the impact that electronic media exerts on the development of children's personalities, focusing on both its positive and negative effects. This research will find out how electronic media usage influences children's behavior, social skills, emotional development, and overall personality.

Research Question

This research aimed to respond to the following questions:

1. What is the usage of electronic media by the child?
2. What is electronic media's influence on social behavior in children?
3. In what ways does electronic media affect the emotional development of children?
4. How does excessive use of electronic media affect children in terms of personality traits like confidence, aggression, and self-control?
5. How are parents and teachers involved in regulating the use of electronic media by children?

Research Objectives

The primary objective of this study is to assess the effects brought about by the use of electronic media on the development of children's personality. The objectives of this study are:

1. To determine the usage patterns of electronic media by children.
2. Analyze the positive influences of electronic media on children's learning and personality.

Justification of the Study

This study is justified due to the increasing influence of electronic media on children's daily lives. With the increasing number of children interacting with electronic media, it is essential for parents, teachers, and policy makers to have an understanding of the impact of this interaction on their personality developments. (Rideout, 2017; American Academy of Pediatrics, 2016). The study holds educative significance in the context that it throws light on the importance of electronic media in regulating children's learning behavior and communication skills, emotional well-being, and so on. The study further throws light on a significant aspect related to Pakistani culture, for which there is very limited literature conducted on the subject matter. Furthermore, the results of this study can assist both parents and teachers in devising ways and means to control children's screen usage. Additionally, the study can assist educational institutions in adopting electronic media in teaching techniques in a productive and well-regulated manner (Hirsh-Pasek et al., 2015; Berk, 2018). The study is limited to a specific group of children within a defined age range and educational setting. It aims to provide an in-depth understanding of how electronic media influences children personality within selected context

Delimitation of the Study

The research is limited in that it deals with children of a particular age bracket and a predetermined learning institution. Because of a limited scope, the research can only be conducted in a small geographical area. The research will solely involve electronic media and will not take into account other variables that affect the personality developments, such as genetic make-up and socioeconomic factors. (Creswell, 2014)

Significance of the Study

This study holds importance for parents, teaching staff, and educational institutions. Parents can create awareness regarding the impact of electronic media on the personality of their children and modify appropriate uses of electronic media (American Academy of Pediatrics 2016; Hirsh-Pasek et al., 2015). Teaching staff can benefit from the results of this study, which would help guide students towards positive integration of electronic media in the teaching process. The study also has importance in respect of policymakers and developers of curriculum as it sheds light on the importance of electronic media in child development. Further, the study can also be taken as a reference in pursuance of further studies in the same field of child development and educational psychology.

Literature Review

The use of electronic media has proved to be a huge socializing force in contemporary society, widely recognized and termed a "silent teacher" that influences the values, beliefs, and behavior of children. Based on the view that children tend to absorb messages brought across using media without attempting to analyze them, Malik et al. (2004) state that exposure to media messages can have a huge influence on children's morality. The study highlights that children who spend excessive time engaging with electronic media may experience changes in behavior, including

aggression, reduced attention span, and imitation of inappropriate actions displayed in media content. On the other hand, it is also recognized that electronic media is not harmful in nature. Where there is constructive use of media, it acts as an effective learning aid that enhances learning, creativity, and awareness. Informative programs on electronic media are capable of contributing effectively to learning and personality development in a positive manner. Malik et al. in 2004 described that it is content that matters in electronic media; otherwise, time spent in watching electronic media has a major impact on personality development in children even though it is a short article, it has helped in recognizing both the good and darker aspects of watching electronic media. One of the major advantages of conducting this study is that it has concentrated on Pakistani society, where advanced technology has caused children to be extensively exposed to electronic media. The study emphasizes that it is essential for society to keep an eye on children through their parents to ensure healthy personality development in kids. Furthermore, the study contributes to the existing literature by reinforcing the idea that electronic media acts as a powerful environmental force influencing children's behavior and emotional stability. The findings align with other research studies that suggest excessive media exposure can weaken family interaction, reduce outdoor activities, and limit face-to-face socialization among children. These factors collectively affect children's social skills and emotional intelligence.

In conclusion, Malik, Hassan, and Sultana's (2004) work provides a foundational understanding of how electronic media influences children's personality development. Despite its concise nature, the study raises critical concerns that justify further research in this area. It supports the need for continuous examination of electronic media's role in shaping children's behavior, emotions, and moral values, which directly relates to the present study. This literature serves as an important reference point for understanding the broader implications of electronic media on children's personality and underscores the necessity of guided and responsible media use. Attention and interest are drawn by established psychological and educational constituencies of knowledge on the principles of personality and its development outlined by Crow and Crow (1994), Kundu and Tutoo (1991), and Kakkar (2001), the argument is made that media is positioned as an environmental factor in contemporary society that dynamically interacts with human personality as it is naturally expressed. Personality is considered composed of physical and mental characteristics that are also made up of social and moral elements that are developed through interaction with family, schooling, as well as exposure to media in "classrooms without four walls."

Research Methodology

The study uses a survey method. The population base used in the study was the city of Karachi District Central. Faisalabad. There were two study areas. From these 120 respondents, were interviewed to assess media accessibility, children's interest in electronic media, and parental perceptions of its effects. Though the sample size is modest, it provides a reasonable cross-section of urban households. The use of personal interviews ensures a qualitative depth that complements the quantitative summary.

Theoretical Background

The introduction of the research provides a theoretical background for the paper by defining the term personality and the impact of both environment and genes on the development of personality the argument is made that media is positioned as an environmental factor in contemporary society that dynamically interacts with human personality as it is naturally expressed. Personality is considered composed of physical and mental characteristics that are also made up of social and moral elements that are developed through interaction with family, schooling, as well as exposure to media in "classrooms without four walls.

Digital Literacy & Moral Values

The study by Altinsoy and Boyraz (2024) investigates an increasingly significant topic in 21st-century education: the relationship between digital literacy (DL) and moral values in digital environments (MVDE) among secondary school students. Set within the context of rapid technological advancement and the pervasive influence of digital tools in learning, this research contributes valuable empirical insight into how young learners perceive their competencies and ethical awareness online spaces. In the introduction, Altinsoy and Boyraz provide a strong theoretical grounding for both constructs. They review key definitions of digital literacy from Eshet's (2004) multidimensional framework to more recent perspectives that integrate cognitive, ethical, and cultural dimensions (Chetty et al., 2018; Law et al., 2018). The discussion emphasizes that digital literacy is not limited to technical competence but encompasses critical thinking, ethical understanding, and responsible participation in digital spaces. The authors effectively link this to digital citizenship referencing Ribble et al.'s (2004) nine behavioral norms, and argue that digital literacy is a prerequisite for ethical digital citizenship.

Moral Philosophy & Educational Ethics

The section on moral values in digital contexts is another strength. Drawing from moral philosophy and educational ethics (Chippendale, 2001; Fransson, 2017), the authors distinguish between morality (individual sense of right and wrong) and ethics (societal norms and rules). They note that traditional moral values often fail to translate seamlessly into digital contexts creating the need for new ethical frameworks that address online behavior privacy information authenticity. This discussion elegantly situates MVDE as an emerging construct requiring empirical exploration.

The results provide nuanced insights. While most students reported high DL (62.8%), only 41.6% scored high in MVDE, indicating a moral lag behind technical proficiency. No significant gender differences were observed, echoing prior studies (Erdoğan, 2021). However, younger students (5th–6th grade) exhibited higher moral value perceptions than older students (8th grade), perhaps reflecting early-stage idealism that diminishes with increased online exposure. Social media users displayed significantly higher DL but no difference in MVDE, implying that frequent online interaction improves technical literacy without necessarily fostering ethical sensitivity. Importantly, students spending over three hours daily online scored significantly lower in MVDE, highlighting the potential moral desensitization associated with excessive screen time. The regression analysis confirmed that MVDE accounts for 19.6% of the variance in DL, reinforcing the interdependence of ethical awareness and digital competence. They argue that moral awareness acts as a regulatory mechanism that guides responsible digital engagement, echoing Pangrazio's (2016) call for ethical digital literacy. The paper concludes that fostering moral values in digital education could cultivate "better digital citizens," capable of balancing freedom and responsibility online. The authors also acknowledge limitations such as the use of self-perception scales, a single school sample and potential social desirability bias and recommend mixed-method or cross-age studies for future research.

The results are rich and multifaceted. The study found that 62.8% of students exhibited high digital literacy, whereas 54.8% displayed intermediate moral awareness, revealing a moral lag behind technological competence. Gender and gaming habits were not significant differentiators for either variable. However, grade level affected moral awareness 5th and 6th graders scored higher in MVDE than 8th graders suggesting that moral sensitivity may decline with age and increased exposure to digital environments social media users scored significantly higher in DL, but no difference was found in MVDE, implying that frequent digital engagement improves technical

skills but not necessarily moral awareness. Notably, students spending more than three hours online daily had significantly lower moral value perceptions, suggesting possible desensitization due to digital overexposure.

Overall, this research is a tremendous and original addition to the literature in educational research regarding digital ethics. This research breaks new ground in the discussion that goes beyond the educational focus digital literacy must include digital morality. This research has made a tremendous contribution in integrating the theoretical explanation regarding digital literacy and the empirical research. This conclusion that a moral awareness plays a critical role in digital competence is a tremendous reminder that digital literacy has to be equal in terms of moral literacy in the digital age. The authors stress that ICT has both immoral as well as religious aspects, not within itself, but as how children on a daily basis can practice it. They underline the importance of a strong parental presence in monitoring, time management, and selecting the media used by their children. The benefits comprise improved communication, increased currents of educational motivation, as well as the chance for imparting morals using digital forms of media. On the negative side, there could be negative behavior, isolation, and neglect of religion commitments, though used to an enormous amount or unrevised. In conclusion, Hardiyana et al. present a balanced and culturally grounded analysis of ICT's role in shaping children moral and religious values. They highlight that ICT, when used under thoughtful parental guidance, can become an effective medium for moral education. However, without supervision and discipline, it risks eroding children social interaction and spiritual awareness. The study ultimately reinforces the shared responsibility of parents, teachers, and policymakers in ensuring that digital literacy in early childhood aligns with ethical religious values an imperative that resonates deeply in today's increasingly digital society.

The article by Maimakova et al. (2024) offers an extensive and detailed analysis of the role of mass media in shaping the moral identity of college students and does so from an interdisciplinary approach that ranges from Psychology, Sociology, and Economics. Given the current role of digital technology in mediating human interaction and identity, it is timely and ambitious that an effort is being made by this article to quantify and calculate the effect of media on moral and economic outcomes. The discourse skillfully weaves these results into the wider theoretical framework. The authors identify mass media as the "fourth moral institution" alongside the family, education religion, recreating moral standards with their pervasive presence in society. The writers advocate an evidence-based approach that would involve incorporating media literacy within university programs encouraging the development of prosocial content in the media, and the development of regulatory frameworks for the dissemination of deleterious content in the social historians.

However, the study is not without limitations. While the multi-phase design enhances causal inference, the reliance on self-reported measures for media consumption and moral orientation introduces potential biases. Moreover, the authors' economic modeling, though sophisticated, is based on projected correlations rather than observed macroeconomic data, which may limit the precision of cost-benefit estimates. The study also focuses primarily on university students in Kazakhstan and similar contexts, which may affect generalizability across diverse cultural environments. Nevertheless, the paper by Maimakova et al. brings great value to the interdisciplinary study in the field of media studies and economies about the issue of morality and the economy. The combination of the theory of moral foundations with the empirical data in the field of economics is definitely an innovational step in comprehending how individual morality translates into the macro-level effect on the socioeconomic structure. The article's methodology

Research Methodology

Research Design

Research design refers to the overall plan of the research. The researcher to answer the research question utilizes the research design. To identify the impact of electronic media on children's personality, the current research adopted a qualitative research design. The reason behind adopting the qualitative research design in the current study is that it will enable the researcher to have an insight into how electronic media affects children's personality based on the opinions of parents and teachers. Qualitative research permits participants to express views freely. The type of research aids in discovering positive as well as negative impacts of electronic media on children's behavior, emotions, and social abilities. Thus, this type of research is relevant for meeting the objectives of this current study. (Merriam & Tisdell, 2016).

The design of the study is descriptive and qualitative in nature. This design emphasizes the description and explanation of practical situations. This will assist the researcher in understanding the impact of electronic media on personality in the everyday life of children. The proposed study does not involve an experiment. Instead, the objectives of the proposed study are to determine existing practices regarding the use of electronic media by children. The method that the proposed study uses to collect data involves conducting an interview with open questions that help in ensuring that the observed information is well addressed. The method is known to ensure high reliability based on the statement by Creswell (2014) that "open-ended questioning

Target Population

Target population means the population from which data is drawn; the target population for this study includes parents and teachers of the children who attend primary school and use electronic media regularly. Parents were selected because they are in a good position to observe their children's behavior at home. The teachers were involved because they interact with the children at school and may thus observe all changes of behavior, attention, and social interaction. These participants were considered suitable to provide relevant information for the study.

Sampling and Sampling Techniques

"Sampling" is an activity whereby a representative sample from the entire population is selected. Since it is not feasible to involve the entire population because of time and resource limitations, it is necessary to sample. The study employed random sampling technique comprising students from Intermediate colleges in the city of Karachi. This sample size was deemed adequate, as the ideas and themes were seen to begin repeating, which points towards having collected enough data (Guest, Bunce, and Johnson, 2006). The purposive sampling technique was used in this study. Parents who had children using electronic media and teachers teaching at the primary level were selected intentionally. This technique helped the researcher collect relevant rich information related to the research topic. Semi-structured interviews allowed the researcher to conduct planned questions alongside the freedom for respondents to elucidate their perspectives in detail (Kallio et al., 2016). The use of open-ended questionnaires assisted in being written responses from respondents who could not participate in an interview. (Patton, 2015). The methods assisted in obtaining in depth information regarding the influence of electronic media on the personality of children.

Pilot Study

A pilot study was also undertaken before collecting the data. A pilot study is done with a small population like the target population to ensure the data is reliable. (Creswell, 2014). A pilot study was also undertaken to check the clarity of the questions asked. Accordingly, minor adjustments were made to ensure that there was greater clarity of questions. This played an effective part in improving quality of data during the main study.

Validity

Validity refers to the accuracy of the research instruments in measuring those variables they intend. For the study to be valid, the questions were framed according to the research aim and the literature review. The questionnaire tools were approved by the supervisor and specialized experts in the subject matters. In addition, the information was collected from both parents and teachers in order to enhance the validity of the findings. (Van Teijlingen & Hundley, 2001).

Reliability of Instruments

Reliability refers to the consistency of the research process. To ensure reliability, the same interview questions and questionnaires were used for all participants. Responses were carefully recorded and written clearly. Notes and recordings were used to avoid missing important information. This helped maintain consistency in data collection. (Bryman, 2016)

Data Analysis and Findings

Theme 1: Pattern of Electronic Media Use among Children.

This theme describes ways in which the current generation of children interacts with electronic media in their daily lives. The parents and teachers revealed that the electronic media normally accessed by the children includes mobile phones, the television, tablets, and internet. The majority of the children spend a lot of their time in front of the screen at home. As stated by participants, currently, children spend maximum time on electronic media engaging in watching cartoons, playing games, and watching videos. Some of the participants stated that children use electronic media for learning on the internet and homework as well. However, many of the participants stated that entertainment usage is more common than education usage.

Theme 2: Positive Impact of Electronic Media on Children's Personality.

It is from this theme that the positive impacts of electronic media highlight some positive impacts on children's personalities. Parents and teachers reported that educational programs and learning apps help the children improve their language, knowledge, and way of thinking. Participants suggested that video and other forms of digital activities help children become much more confident since they learn newer things. A few teachers stated that electronic media increases interest among children and hence makes them appreciate concepts more when it is done in the right manner.

Theme 3: Negative Impact of Electronic Media on Children's Personality.

This theme deals with the negative impacts brought about by excessive use of electronic media. Parents and teachers alike have noted that too much exposure to screen makes them aggressive, impatient, and less social. Some participants also identified that children who spend more time on electronic media have poor concentration, become lazy, and develop emotional problems. When devices are taken away, some children show anger. Teachers shared about such children facing difficulty in concentrating during ongoing class activities.

Theme 4: Role of Parents and Teachers in Regulating Electronic Media Use

Children, as performed by parents and teachers center this topic on the control of usage of electronic media. They felt that control is very important. Parents and teachers proposed that time should be limited, content monitored and children encouraged to engage in physical activities and reading. Parents and teachers agreed that when electronic media use is well balanced and controlled, it helps children develop well-adjusted personalities.

Discussion

Findings of the Research

The research revealed that the effects of electronic media on children's personality are both positive and negative:

- Positive Effects: Learning applications and educational programs increase the knowledge, language, creativity, and confidence levels in children. Using media in the correct manner enhances the interest in acquiring new knowledge and aids in the development of the problem-solving skills in children.
- Negative Effects: Too much exposure to screens leads to aggression, impatience, mood swings, poor attention, and less socialization.
- Role of Parents and Teachers: Parental and teachers' involvement is critical to ensure that children derive positive inputs from media usage. They can help kids avoid negative effects of media usage.
- organized based on key themes that arose from the data and included patterns of electronic media use, the positive impact, the negative effects, and the regulation of the media by parents and teachers.
- The results reveal a pervasive presence of electronic media within households: 34.2% of respondents owned televisions, 32.5% had cable connections, 27.5% possessed access to multiple media sources, and 5.8% had internet access. The dominance of television as the primary medium underscores its cultural and psychological reach during the early 2000s in Pakistan. More than half of the respondents (50.8%) identified children as the most active media users, indicating that media exposure was a routine part of children's daily lives. Time use data further reinforces this, as 75% of children reportedly spent one to three hours daily consuming electronic media with a small but notable fraction exceeding six hours
- The core finding is that a significant majority (67.5%) of respondents perceived media's influence on children as negative while only 32.5% saw it as positive. additionally, 42.5% of parents believed their children's personalities were affected largely, confirming that media consumption is not merely a peripheral factor in development but a central one. The paper attributes negative effects primarily to exposure to violence, vulgarity, and moral corruption through unfiltered television and cable programming. Conversely, the authors acknowledge media is educational potential through examples like *Sesame Street*, which has been globally recognized for improving literacy and cognitive skills.
- One of the study's strengths lies in its balanced treatment of the topic. The authors neither demonize nor idealize electronic media instead they call for a nuanced understanding of its dual role. The paper emphasizes that while electronic media can enhance learning, creativity, and social awareness, unsupervised access especially to violent or explicit content can distort moral values and encourage aggression. The authors argue persuasively

that the moral and emotional health of children depends on regulating and contextualizing what they consume.

- However, the study has some limitations. It lacks detailed demographic information about respondents, such as their education level, socioeconomic status, or number of children all factors that likely mediate media effects. The paper also relies heavily on parental perception rather than direct behavioral assessment of children. Moreover, given its cross sectional design and small urban sample, the findings cannot be easily generalized to other regions or to the rural population. The absence of statistical tests or correlation analysis limits the study inferential strength, although the descriptive statistics do convey general trends effectively.
- In conclusion, Malik and colleagues (2004) make a timely and socially relevant contribution by empirically examining how electronic media affects children's personality formation in Pakistan. Their findings highlight the urgent need for media literacy, parental monitoring, and policy-level interventions to protect children from harmful influences while maximizing the educational potential of modern media. Despite methodological simplicity, the paper remains a meaningful early exploration into the intersection of media, psychology and child development a subject that has only grown more significant in the digital age.
- Findings of the study showed that electronic media is now an important part of children's everyday lives. Parents and teachers have shown that children exhibit frequent exposure to mobile phones, televisions, tablets, and internet-based platforms. A considerable number of respondents showed that children now spend lots of time in front of electronic devices at home, especially when school is out or during weekends. This is evident because of the increased accessibility of electronic devices in current households.
- Children, including cartoon watching, video game playing, and online video viewing primarily use electronic media for entertainment purposes. Although some parents and teachers recognized the use of electronic media for educational purposes, such as online learning, homework, and educational videos, they pointed out that the use for entertainment purposes is heavier. This situation shows the imbalance between educational and recreational use and brings into question the issue of excessive screen time and its effects on the overall development of children. These findings support previous studies, which indicate an increasing use of digital media by children from a younger age with less structured guidelines. The overuse and lack of monitoring may decrease the engagement of children in physical activities, physical social interaction, and play, which play an important role in the healthy development of personality.

Conclusion

Electronic media affects the development of the personality of the children in many ways. If the use of the media is done in the correct and guided manner, it will lead to the development of good learning, creativity, and confidence in the children. On the other hand, inappropriate use of the media will lead to negative effects in the behavior, emotions, and attention of the children. If the hypothesis that the use of the media affects the behavior, emotions, and social skills of the children is accepted, then one can say that the impact of the use of the media in the development of the personality of the children has been established. The use of the media is an effective tool that can bring both good and negative impacts in the development of the personality of the children. Although electronically based media provides opportunities for educational, cognitive, and emotional development of children, misuse and lack of control regarding the use of these mediums by children could lead to significant danger to their behavioral, emotional, and social development.

Recommendations

Concurring with the findings, this research proposes the following:

1. Parents need to be aware of the nature and extent of the use of electronic media by their children.
2. Children need to be encouraged to spend time with outdoor activities, reading, and creativity as much as they spend with screens.
3. Ensure the presence of age-related and educational content.
4. Awareness programs should be conducted in schools for parental awareness about healthy uses of the media. Future research should explore the long-term effects of electronic media on children's personality in different settings.

5. For Parents:

Parents should have limits to the children's screen time and make sure that the content is of an age-appropriate category. The active involvement of parents in a fashion, by co-viewing and discussing media content, may further develop critical thinking in children and impart positive values.

6. For Teachers:

Teachers should use educational media in the course of teaching approaches in controlled and purposeful ways. Schools should teach students digital literacy and educate them on how to responsibly make use of the media.

7. For Schools:

Schools should therefore arrange awareness programmes and workshops for parents and teachers regarding the impact of electronic media on the children's personality development.

8. For Policymakers:

Policy makers need to come up with guidelines and policies to ensure media content is safe and educative for children. Regulations should be created with a concern for protection against harmful digital content.

9. For Future Researchers:

Future studies may utilize a mixed-method or quantitative approach to investigate the long-term effects of electronic media on various age groups and personality traits.

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