Volume 10, Issue 6, June – 2025 International Journal of Innovative Science and Research Technology
ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25jun658

Preliminary Exploration of Parental Perspectives on Navigating Nomophobia and Screentime for Young Children

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Publication Date: 2025/06/16

Abstract: This study explores screen time usage among children aged 3 to 6 years from a parental perspective, focusing on usage patterns, behavioral impacts, and parental attitudes. A mixed-methods approach was employed, combining structured questionnaires (n=30) with interviews to collect both quantitative and qualitative data. Results show that children spend an average of 2.5 hours on screen time daily, with the 1–2 hours range being most common among three and four-year-olds. Correlation analysis revealed strong associations between screen time and irritability (r = 0.65), and a moderate relationship with trouble focusing (r = 0.55). Multiple regression analysis identified screen time duration as a significant predictor of negative behavior (β = 0.30, *p* < .01), followed by parental age (β = 0.18, *p* < .05), child age (β = 0.14, *p* < .05), and even educational content (β = 0.09, *p* < .05). These predictors accounted for 64% variance in negative behaviors among children. Sentiment analysis revealed themes of educational benefits, screen-time balance, enforcement challenges, and modeling behavior. These findings highlight the nuanced role of screen media in early childhood development and underscore the need for active parental mediation and informed policy recommendations.

Keywords: *Children, Nomophobia, Parental Perceptions, Screen Time.*

How to Cite: Shirin Abdul Rahman; Bharti Pathania; Aastha Govind Shirodker (2025) Preliminary Exploration of Parental Perspectives on Navigating Nomophobia and Screentime for Young Children. *International Journal of Innovative Science and Research Technology*, 10(6), 788-798. https://doi.org/10.38124/ijisrt/25jun658

I. INTRODUCTION

In today's digital world, screen time among young children has become a significant concern for parents and educators. While children aged 3-6 years interact with various screens like smart televisions, smartphones and tablets, parents must manage screen time while dealing with their own potential nomophobia and distress from device dependency. This study analyzed how parents evaluate and monitor screen time for young children, addressing behavioral changes from screen exposure and strategies to reduce negative effects.

➢ *Conceptualizing Nomophobia*

Nomophobia, or *"no mobile phone phobia"* refers to the anxiety that arises when individuals cannot access their mobile devices (Gnardellis et al., 2023). This term captures the psychological dependence on technology as smartphones have become integral to our daily routines (Al Maghaireh et al., 2025). The phenomenon reflects a fear of missing communication and information. The concept gained prominence with the rise of smartphones in the early 2000s. While mobile phones were initially limited to basic communication, smartphones revolutionized their use, enabling access to social networking, entertainment, and information. As children are introduced to these devices at younger ages, they view constant connectivity as normal, resulting in anxiety when separated from screens and smart devices.

Unlike previous generations, children nowadays grow up with technology as an ever-present element, often being introduced to screens before speaking. This shapes their social interactions and cognitive development, prioritizing screen-based engagement over traditional play. Applications marketed as educational tools engage children effectively. However, the captivating nature of digital activities can lead to excessive use, with children favoring screens over physical play (Hasanen et al., 2021).

The psychological impact of nomophobia is significant in younger users, with symptoms including irritability, difficulty concentrating, anxiety, and depression (CHOC Children's Hospital, 2024). Fear of missing out creates urgency to remain connected, reinforcing technology dependence. Children develop emotional bonds with devices,

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25jun658

using them for comfort during stress. This attachment can lead to screen dependence for emotional regulation rather than developing healthy coping mechanisms through real-world interactions (IMPACT Psychological Services, 2025).

The pervasive use of screens has altered societal norms regarding technology. As children see adults constantly using devices, they internalize that connectivity is essential. This normalization can lead to overlooking potential risks of excessive screen time, making it difficult for parents to impose limits. The discourse about screen time focuses on differentiating educational and recreational use. While educational applications offer valuable learning, parents struggle to determine when screen time becomes excessive, especially as children are drawn to engaging content (Muppalla et al., 2023).

Parents' perception of technology influences their children's relationships with screens (Chong et al., 2023). Some view technology as educational, while others see it as a risk, creating household tension as parents navigate instilling healthy habits (Sanders et al., 2016). Parents manage screen time through setting limits, encouraging physical play, and promoting non-screen activities. The success of these approaches depends on family dynamics and cultural influences (Kolli, 2024).

According to the American Academy of Pediatrics (2016), children aged 2-5 years typically engage with screens for about two hours daily, which exceeds recommended guidelines. Infants (0-1 year) have approximately 30 minutes to 1 hour of exposure mainly via video calls, while toddlers (1-3 years) spend 1-2 hours on educational applications and videos, and preschoolers (3-5 years) average 2-3 hours daily.

The COVID-19 pandemic increased screen time by 50% during lockdown (Salway et al., 2023), as parents used screens to keep children entertained. This increase became a family coping mechanism during isolation (Ozturk & Yalçin, 2021). The content with which young children engage can be divided into educational and entertainment categories, each with distinct implications for their development (Donohue & Schomburg, 2017).

Nomophobia, anxiety from mobile device separation, affects children's emotions. Children without screen access show anxiety, irritability, and distress. This attachment leads to loneliness during offline activities, creating device dependence (Santl et al., 2022). Research links excessive screen time to anxiety in children. Those spending over two hours daily on screens risk developing anxiety and depression. Social media exposure creates negative self-comparisons and lower self-esteem among young users (Folk, 2021). While digital platforms enable communication, they reduce face-to-face interaction. Children who heavily use screens may struggle with interpreting social cues and recognizing emotional expressions, which can impact their relationship formation and social development (Digital Responsibility).

- *Parental Perspectives: Navigating Screen Time*

Parental perspectives on navigating screen time are increasingly complex as digital technology becomes more integrated into daily life. Many parents recognize the educational benefits of high-quality digital content, understanding that it can support cognitive development, enhance problem-solving skills, and foster early literacy (Common Sense Media 2020). However, they also express concern about the potential negative consequences of excessive screen use, such as behavioral issues, attention deficits, and reduced social interactions (American Academy of Pediatrics, 2016). These worries are compounded by societal expectations, peer influences, and the pervasive presence of screens in children's lives, which can create pressure to conform or to limit restrictions. Parents often strive to strike a balance that maximizes learning opportunities while safeguarding their child's emotional and social well-being. The literature supports the idea that moderate, supervised, and age-appropriate screen time can be beneficial, but crossing recommended limits may increase risks of anxiety, sleep disturbances, and developmental delays (Edyta Swider-Cios et al., 2023). As such, parental strategies vary widely, influenced by personal experiences, cultural values, and awareness. Ongoing public health messaging and evidence-based guidelines are vital to support parents in making informed decisions about children's screen time, emphasizing quality interactions and developmental appropriateness (American Academy of Pediatrics, 2016; World Health Organization, 2019).

- *The Role of Societal Influences*

Societal influences shape how parents and children perceive screen time. Parents feel compelled to provide children with screen access out of a desire to ensure they do not fall behind in social or educational opportunities (Hamilton et al., 2015). This pressure is often reinforced by societal norms that view digital devices as essential tools for learning and social connection in the modern world. As a result, parents may feel that limiting screen time could hinder their child's development or social integration. Furthermore, the widespread prevalence of digital media fosters an environment where children observe and emulate their peers' screen habits, leading to increased demands for device use (Dalby, 2020). This shows that peer influence is powerful, as children tend to compare their screen time with that of friends and classmates, often feeling the need to keep up.

Media campaigns and advertising also play a role by promoting screens as vital for educational success and social engagement, which can justify extended use (Muppalla et al., 2023). Consequently, societal expectations and peer pressures significantly impact parental decisions and children's behaviors regarding screen time, making it a complex issue influenced by cultural, social, and technological factors (Chen et al., 2025; Hayes et al., 2025).

- *Need for Studying Nomophobia Within the Context of Child Development*

Studying nomophobia in young children is highly relevant due to its impact on their development and well-being. Nomophobia is a critical issue among children

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25jun658

(Kaliská, 2022) that can lead to increased anxiety, stress, and hindered social and emotional development (Neuro Health). Research shows that excessive screen use negatively affects academic performance, particularly reading and math skills in children aged 4-8 years, and causes emotional dysregulation (Cerniglia et al., 2020). Moreover, compulsive smartphone use can result in behavioral addiction, impacting relationships and daily functioning (Tekeci et al, 2024). As digital media becomes increasingly integrated into daily life, understanding nomophobia in young children is crucial for developing effective guidelines and interventions. This research can inform parents, educators, and policymakers on promoting healthier screen habits and creating age-appropriate digital usage practices. By examining parental perceptions and strategies, the study can contribute to raising awareness about the potential long-term effects of screen exposure during early childhood. Ultimately, this research aims to support children's growth and development by addressing the challenges posed by excessive screen time and nomophobia.

II. LITERATURE REVIEW

➢ *Prevalent Patterns of Screen Time Usage*

Existing literature consistently highlights that young children are prone to excessive screen use, often surpassing recommended limits (Christensen, 2023). Lee et al. (2024) reported that preschoolers engage with screens for an average of 2 to 3 hours daily, with duration varying according to parental education and socioeconomic status. These trends raise concerns about the potential impact on children's physical health and social development. Researchers have also identified a lack of structured play and outdoor activity as contributing factors to elevated screen time (Almaqhawi & Albarqi, 2022). Another growing body of evidence links prolonged screen exposure to sedentary behavior, which has been associated with obesity and disrupted sleep patterns in early childhood (Lissak, 2018; Obesity Medicine Association, 2021).

➢ *Observed Behavioral Changes in Children*

Recent findings show that higher screen time is associated with various behavioral changes in young children (Guangbo et al., 2023). Excessive exposure to screens can lead to increased aggression, reduced attention spans, and difficulties in social interactions (Clemente-Suárez et al., 2024). Many parents report observing these shifts, which can create anxiety about their child's developmental trajectory.

McArthur et al. (2022) found that children with significant screen time exhibited more behavioral issues, including hyperactivity and social withdrawal. American Academy of Pediatrics (2016) asserted that increased screen time might diminish children's emotional resilience, further emphasizing the need for effective monitoring of screen exposure. These findings underscore the necessity for parents to actively manage their children's screen time.

➢ *Parental Strategies for Managing Screen Time*

Parents adopt various strategies to regulate their children's screen time, with varying degrees of success. While many parents establish screen time limits, they often struggle to enforce these rules consistently (Screen Time Institute, 2023). Parents who co-view content and discuss it with their children often report better outcomes in understanding and managing screen time (Spencer, 2023).

Smart Start Childcare LLC (2022) emphasizes the importance of distinguishing between educational and entertainment screen content for young children. Parents using digital tools to monitor screen time feel more confident in managing their children's media consumption (Anderson, 2016). These insights suggest that active parental involvement can significantly improve the effectiveness of screen time management strategies.

➢ *Projected Trajectories of Children's Digital Media Engagement*

Parents' expectations about their children's interactions with screens are largely shaped by personal experiences and societal influences. It's common for parents to anticipate a balanced approach to technology use, envisioning screens as tools for both education and recreation (Livingstone & Blum-Ross, 2020). However, concerns about potential screen addiction often sharpen these expectations, leading to a desire for proactive management.

A lot of parents support digital literacy education to help their children navigate technology responsibly (Williams, 2024). Parents increasingly seek to establish a healthy balance between screen time and physical activity (Radesky & Weeks, 2021). These evolving perceptions highlight the need for parents to continuously adapt their strategies to nurture healthy relationships between children and screens in a rapidly changing digital environment.

III. RESEARCH METHODOLOGY

➢ *Research Design*

This study employed a mixed-methods approach to explore parental perspectives on children's screen time comprehensively. Data were collected using Google Forms to capture measurable trends. Parents who submitted the completed form were later approached for online interviews.

Online interviews were conducted with parents who consented, thereby contributing to a more in-depth evaluation of their experiences. Sentiment analysis was applied to these qualitative responses to assess emotional tones and underlying sentiments expressed by participants regarding screen exposure and its effects on children.

The sample comprised 30 parents of children aged 3 to 6 years, representing three culturally diverse backgrounds. This deliberate selection aimed to capture a wide range of cultural practices and beliefs related to screen time, thereby enhancing the applicability of the findings.

➢ *Objectives*

- To identify patterns of screen time usage among children aged 3–6 years.

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- To examine behavioral changes in children associated with varying levels of screen time, based on observations of their parents.
- To evaluate the strategies employed by parents to manage and limit their children's screen time and to determine their perceived effectiveness.
- To explore parents' perceptions and beliefs regarding their children's future relationship with digital screens and technology.

➢ *Ethical Considerations*

The study adhered to ethical standards by obtaining informed consent from participants, ensuring their voluntary involvement. Participants were fully briefed on the study's purpose and procedures. Signed consent forms were collected, and participants were treated with respect throughout. To maintain confidentiality, personal identifiers were removed, and data were securely stored and used solely for research purposes. These measures protected participants' identity and safeguarded their information from unauthorized access.

➢ *Data Analysis*

Quantitative data obtained from the questionnaire were analyzed using statistical techniques such as descriptive statistics, Pearson's product-moment correlation, one-way ANOVA, and regression analysis. The qualitative data were analyzed through sentiment analysis to derive emotional and attitudinal insights.

IV. RESULTS AND DISCUSSION

➢ *Demographic Information of the Participants*

Table 1 Demographic Profile

Demographic Variable	Category	N	%
Gender	Male	13	43.33
	Female	17	56.67
Nationality	Indian	20	60
	Arab	3	12
	Filipino	7	28
Age of Parents	25 - 29	4	13.33
(in years)	30 - 34	9	30
	35 - 39	12	40.00
	40 – 44	4	13.33
	45 – 49	1	3.33
Age of Children	3	7	23.33
(in years)	4	8	26.67
	5	9	30.00
	6	6	20.00

Table 1 provides a comprehensive overview of the participants in the study. Majority of the respondents were female (56.67%), indicating a predominance of mothers, which may reflect their active role in managing children's screen time. Most of the participants are Indian (60%), with smaller representations from Arab (12%) and Filipino (28%) backgrounds, suggesting diverse cultural perspectives on screen usage. Most (40%) parents were in their thirties. The age distribution of children shows a significant concentration of five-year-olds (30%), which suggests that this age group may be particularly relevant for discussions surrounding screen time and educational content.

➢ *Screen Time Duration*

Table 2 Descriptive Statistics for Children's Daily Screen Time Duration

Measure	Value (in hours)
Mean Screen Time	2.5
Standard Deviation	1.2

Table 2 shows the descriptive statistics for children's daily screen time. On average, children in the study used screens for 2.5 hours per day, which indicates a moderate level of screen exposure. However, this average exceeds the recommendation from the American Academy of Pediatrics (2016), which advises no more than 1 hour of high-quality screen time per day for children aged 2 to 5 years. For older children, the guidelines suggest setting consistent limits. This gap between recommended and actual screen time and use suggests a need for greater awareness and possible interventions to support healthier screen habits.

The standard deviation of 1.2 hours shows a moderate level of variation, meaning most children used screens between about 1.3 and 3.7 hours each day. This range reflects differences in family routines, socioeconomic backgrounds, and levels of parental supervision. These findings highlight the importance of providing tailored support and practical strategies for families to manage screen time, considering its

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25jun658

potential effects on behavior, sleep, and development (Hinkley and McCann 2018).

➢ *Patterns of Screen Time Usage*

Table 3 Screen Time Distribution Among Children by Age Group

Age in Years	< than 1 hour	1 -2 hours	3 – 4 hours	> than 4 hours	Total children
3	2	3	1	1	7
4	2	4	0	2	8
5	1	3	4	1	9
6	1	2	3	0	6
Total	**6**	**12**	**8**	**4**	**30**

Table 3 presents a comprehensive summary of screen time behaviors among children aged 3 to 6 years, highlighting significant usage patterns and indicating potential shifts in parental attitudes as children age. The table captures current trends in screen engagement, organized by age group and average daily screen time duration.

Among three-year-old children, screen time is predominantly concentrated in the 1–2 hours category, with three out of seven children falling into this group. Additionally, two children were limited to less than 1 hour of screen exposure, reflecting a cautious parental approach during the early developmental years. Only one child in this group was reported to use screens for more than four hours, indicating that excessive screen time is relatively rare at this age.

In the four-year-old cohort, there is a noticeable increase in overall screen engagement. Four of the eight children in this group use screens for 1–2 hours daily, which continues the trend of moderate screen time being the most prevalent. Notably, two children were reported to have more than four hours of daily screen time. This marks a shift toward higher screen usage, potentially reflecting increased access to digital content or more relaxed screen time boundaries at this age.

For five-year old children, the distribution of screen time becomes more varied. Four out of the nine children reported using screens for 3–4 hours daily, while three were within the 1–2 hours category. This broader distribution may indicate a growing parental tolerance for longer screen time, possibly linked to the integration of educational screen content as children near school-going age.

Among six-year-olds, screen time is more evenly distributed, with three children in the 3–4 hours category and two in the 1–2 hours range. Importantly, no children in this group were reported to exceed four hours of screen use. This suggests that parents may become more deliberate in managing screen exposure as children transition into formal education, emphasizing a more structured daily routine.

➢ *Relationship Between Screen Time and Behavioral Changes*

Table 4 Correlation Between Screen Time and Behavioral Changes

Behavioral Change	R
Irritability	0.65*****
Concentration Issues	0.55*****
Increased Activity	-0.30

*****Significant

Table 4 presents the correlations between children's screen time and reported behavioral changes. The analysis reveals a strong positive correlation between screen time and irritability *($r = 0.65$, $p < 0.001$)*, indicating that increased screen exposure is significantly associated with higher levels of irritability in young children. This finding aligns with prior research emphasizing the importance of parental management of screen time to mitigate behavioral difficulties (Muppalla et al., 2023).

Similarly, concentration issues show a moderate positive correlation with screen time *($r = 0.55$, $p = 0.0018$)*, suggesting that excessive screen use may contribute to attention problems in preschool-aged children. This reinforces existing evidence that parental attitudes and monitoring of screen usage play a crucial role in supporting children's cognitive development (Vardaan Hospitals, 2025).

Conversely, increased physical activity demonstrates a weak negative correlation with screen time *($r = -0.30$, $p = 0.1054$)*, which is not statistically significant. Although this trend suggests that higher screen time could be related to reduced physical activity, the evidence is insufficient to draw definitive conclusions. Physical activity remains a critical factor for healthy childhood development, and further research is needed to clarify its relationship with screen exposure (Almaqhawi & Albarqi, 2022).

In summary, these results highlight significant associations between screen time and behavioral issues such as irritability and concentration difficulties, while the connection to physical activity requires additional investigation.

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25jun658

Table 5 Differences in Screen Time Duration by Nationality

Nationality	Mean Screen Time (hours)	Group Comparison (Tukey's HSD)
Indian	2.8	Higher than Filipino and Arab *(p < .05)*
Filipino	2.0	Higher than Arab; Lower than Indian *(p < .05)*
Arab	1.5	Lower than Indian and Filipino *(p < .05)*

*****Significant

Table 5 presents the mean screen time duration among Indian, Filipino, and Arab children. A one-way ANOVA was conducted to determine whether there were statistically significant differences in mean screen time across the three nationalities. The analysis revealed a considerable difference, $F(2, 27) = 5.89$, $p < 0.01$.

Post-hoc comparisons using Tukey's HSD test showed that Indian children (M = 2.8 hours) had significantly higher screen time than Arab children (M = 1.5 hours, $p < 0.05$), suggesting a cultural tendency toward greater reliance on screens for educational and entertainment purposes (Panjeti-Madan & Ranganathan, 2023). The difference between Indian and Filipino children (M = 2.0 hours) was also significant *(p < 0.05)*. Meanwhile, Filipino children had significantly more screen time than Arab children *(p < 0.05)*.

This suggests that cultural factors may influence how screen time is integrated into children's routines. Indian families may view screens as important for learning and engagement, while Arab families may prioritize traditional, in-person activities. Filipino families appear to maintain a more balanced approach.

The results highlight the significant influence of cultural factors on screen time management, underscoring the importance of culturally sensitive approaches when addressing screen use and its potential impacts on children's behavior and development (Barroso et al., 2020). Recognizing these cultural differences can guide the development of targeted interventions that respect diverse parenting practices and foster healthier screen habits.

These findings suggest that screen time habits vary significantly by nationality, possibly reflecting cultural differences, parental attitudes, or household media environments. The data highlights the need for culturally sensitive approaches when addressing screen time guidelines and interventions.

Table 6 Multiple Regression Analysis of Factors Influencing Negative Behavior in Children

Variable	β	t	p	R	R^2
Age of Parents	0.18	4.00	< 0.05		
Age of Children	0.14	3.75	< 0.05		
Screen Time Duration	0.30	4.38	< 0.01		
Content Type (educational)	0.09	3.33	< 0.05		
Model Summary				.80	.64

Table 6 presents the results of a multiple regression analysis conducted to examine the predictors of negative behavior in children, including parental age, child age, screen time duration, and the type of screen content (educational). The model is statistically significant ($F(4, 25) = 35.22$, $p < .001$), with $R^2 = 0.64$, indicating that 64% of the variance in negative behavior can be explained by the predictors included in the model.

Among the predictors, screen time duration showed the strongest effect ($\beta = 0.30$, $p < .01$), indicating that higher screen time correlates with increased irritability and attention problems in children, underscoring the concern that prolonged screen exposure may lead to negative behaviors (Zhuo et al., 2024). This highlights the need for parents and caregivers to monitor not only the duration of screen time but also to implement limits to mitigate these adverse effects.

The age of parents also had a significant positive association with negative behavior ($\beta = 0.18$, $p < .05$), implying that children of older parents may exhibit more behavioral issues. Older parents might struggle with the fast-paced changes in technology and its impact on child development, which can lead to increased behavioral challenges (Mascheroni et al., 2018).

The age of children was another significant predictor ($\beta = 0.14$, $p < .05$), indicating that as children grow older, they may display more negative behavioral traits. Older children may face more complex emotional and behavioral challenges, which might explain this result. Older preschoolers showed more significant difficulties in attention and behavior correlated with increased screen time (Eirich et al., 2022).

Interestingly, even educational content had a minute but significant effect ($\beta = 0.09$, $p < .05$), suggesting that despite its positive intent, screen time involving educational material may still contribute to behavioral issues if consumed without adequate parental guidance or in excess (Christensen, 2024). This indicates the importance of ensuring that educational content is complemented by interactive and enriching parental involvement to prevent potential behavioral problems.

Overall, the model demonstrates a good fit (Adjusted $R^2 = 0.62$), highlighting screen time, particularly its duration, as a key factor influencing behavioral outcomes in children. These findings underscore the importance of mindful screen usage, regardless of content type, and call for parental

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25jun658

involvement and culturally sensitive strategies to manage screen time effectively.

➢ *Comprehensive Sentiment Analysis of Participants' Perspectives on Screen Time*

In addition to the structured questionnaire, open-ended questions were administered to gain deeper insights into participants' perspectives on screen time and its effects on children. This extended inquiry aimed to evaluate both quantitative data and qualitative sentiments regarding technology use within family contexts.

The following sections present a detailed interpretation of responses analyzed through a sentiment analysis framework. Participant sentiments were categorized as positive, neutral, or negative to provide a nuanced understanding of attitudes toward screen time and its implications for child development and family dynamics.

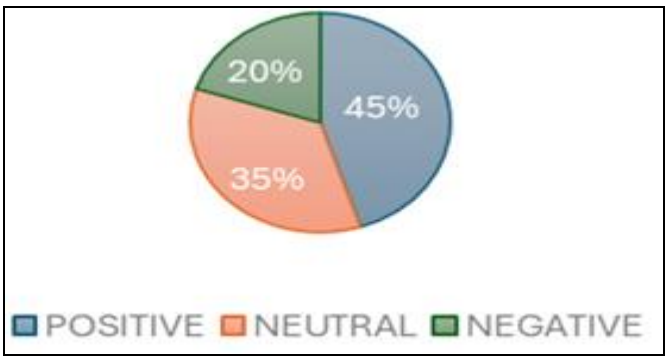

Fig 1 Sentiment Analysis

Figure 1 illustrates the overall distribution of participant sentiments: 45% positive, 35% neutral, and 20% negative. This distribution suggests a generally favorable view of screen time, moderated by ambivalence and concern.

➢ *Positive Sentiments*

- *Educational Engagement:*

Many participants expressed strong beliefs in the educational value of screen time. They noted the effectiveness of interactive learning apps and educational videos in enhancing children's understanding across subjects. Examples included children learning culinary skills through cooking tutorials and developing artistic abilities via digital art platforms, underscoring technology's role in fostering intellectual curiosity and meaningful learning experiences (Livingstone & Blum-Ross, 2020).

- *Emotional Enhancement:*

Numerous respondents highlighted how screen time positively affected their children's emotional well-being. Activities such as watching humorous cartoons or engaging with uplifting media were frequently cited as mood enhancers, illustrating screen time's potential to provide enjoyment and relaxation (Williams, 2024).

- *Family Cohesion:*

Many parents viewed shared screen time as an opportunity to strengthen family bonds. Collective activities such as watching family-friendly movies or educational programs fostered communication and shared experiences, emphasizing screen time's role as a facilitator of family interaction rather than an isolating activity (Radesky & Weeks, 2021).

➢ *Neutral Sentiments*

- *Balancing Technology with Other Activities:*

A common theme was the need to balance screen time with other forms of engagement. Participants described pragmatic approaches to managing technology use while ensuring children participated in a variety of activities. This neutral stance acknowledges the complexities of integrating screen time into daily routines without fostering dependency (Almaqhawi & Albarqi, 2022).

- *Structured Guidelines:*

Several parents reported implementing clear rules and boundaries to promote healthy screen habits. This practical perspective highlights their recognition of screen time benefits while maintaining commitment to responsible usage (Muppalla et al., 2023).

➢ *Negative Sentiments*

- *Difficulties in Enforcing Limits:*

Some participants expressed challenges in regulating their children's screen time, noting that children often negotiated for more access or showed frustration when restricted. These difficulties reflect parental frustrations and the potential for conflict, underscoring the need for effective management strategies (Barroso et al., 2020).

- *Influence of Parental Behavior:*

A subset of parents voiced concerns about their own screen habits influencing their children's behavior. Recognizing that children model adult technology use highlights the importance of mindful parental behavior to set positive examples (Obesity Medicine Association, 2021).

These themes point to significant challenges in managing children's screen use and highlight the necessity for structured, evidence-informed interventions to support parents in establishing consistent and healthy screen time practices.

The sentiment analysis reveals significant awareness of the dual nature of screen time—its benefits and drawbacks. While many participants acknowledge the educational, emotional, and familial advantages of screen use, there is growing caution regarding its potential effects on mental health, social skills, and physical well-being. These findings align with existing literature emphasizing the importance of mindful screen use and balanced routines (Lissak, 2018; Radesky & Weeks, 2021).

As screen time continues to evolve within family settings, stakeholders, including educators, parents, and policymakers, must incorporate these nuanced sentiments into strategies that promote healthy technology habits.

ISSN No: 2456-2165 https://doi.org/10.38124/ijisrt/25jun658

Encouraging mindful usage and facilitating open discussions can foster more informed decisions and healthier digital environments for children.

Future research should prioritize longitudinal designs to monitor changes in parental and child attitudes over time and assess the effectiveness of interventions targeting balanced screen engagement.

➢ *Strategies to Reduce Screen Time and Nomophobia*

The analysis of parental attitudes toward children's screen time reveals a complex interplay between proactive involvement and notable challenges. Many parents adopt strategies to ensure age-appropriate content and recognize the educational benefits of screens; however, they also encounter difficulties such as children's negotiation tactics, peer influences, and the emotional burden of enforcing screen limits (Ivanova, 2024).

To address issues related to excessive screen time and to reduce Nomophobia—an anxiety associated with the fear of losing access to devices—several strategies can be employed:

- *Establish Clear Boundaries:*

Set explicit time limits for screen use and communicate these boundaries effectively to children. Consistent enforcement is essential for helping children adhere to these limits (Rai, 2024).

- *Encourage Alternative Activities:*

Introduce engaging non-screen activities such as outdoor play, arts and crafts, reading, and interactive games. These alternatives can be attractive substitutes for screen time (Johnson & Lee, 2023).

- *Model Healthy Habits:*

Parents should exemplify balanced screen use by participating in non-digital activities, thereby inspiring children to explore similar interests and reducing their reliance on screens for entertainment (Prasada in Home, 2024).

- *Incorporate Educational Content:*

When using screens, prioritize age-appropriate and interactive educational content that fosters learning, creativity, and critical thinking skills (Linebarger & Walker, 2005)

- *Foster Open Communication:*

Engage children in discussions about the reasons for limiting screen time. Explain how excessive use can affect mood and behavior, and encourage them to express their feelings about screen use (Bragg, 2024).

- *Utilize Technology Wisely:*

Use parental control applications to effectively manage screen access and content. This helps filter inappropriate material while allowing children to enjoy safe, educational experiences (Don, 2025).

- *Encourage Social Interaction:*

Promote playdates and group activities that facilitate social skills development without screens. Such interactions are vital for fostering interpersonal skills and reducing reliance on devices for companionship (Bragg, 2024).

- *Screen-Free Zones and Times:*

Designating areas like the dining room and bedrooms as screen-free zones, and establishing screen-free times during meals and before bedtime, can foster family interaction and better sleep hygiene. Encouraging conversations during meal times by keeping screens off the table promotes mindfulness and connection within the family. (Hunter, 2025)

- *Engage in Family Activities:*

Organize regular family outings or activities that do not involve screens. Shared experiences can strengthen familial bonds and offer enjoyable, screen-free alternatives (The Talk Institute, 2025).

V. CONCLUSION

By implementing practical and consistent strategies, parents can play a crucial role in reducing children's screen time and mitigating the anxiety associated with Nomophobia. Establishing structured routines, setting firm yet flexible limits, and modeling mindful screen use to help promote healthier digital habits.

Encouraging alternative activities such as outdoor play, reading, and creative engagement provides meaningful substitutes for screen time. Involving children through co-viewing and discussions about media choices enhances their critical understanding of content. Moreover, open communication about feelings linked to screen use fosters emotional awareness and resilience. Collectively, these approaches support the development of a balanced relationship with technology, contributing to children's overall well-being, behavioral stability, and long-term developmental health.

ACKNOWLEDGMENTS

Sincere gratitude is extended by the author(s) to the participants, whose willingness to share their perspectives and experiences enabled this research.

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