

Digital Device Usage and Childhood Cognitive Development: Among Primary School Students after the Covid Pandemic- Perception of the Parents

KL. Fathima Nafla

MPhil Scholar, Faculty of Graduate Studies, University of Jaffna

Correspondence: naflik1992@gmail.com

Abstract

The COVID-19 pandemic has significantly altered the learning environment for primary school students, with increased reliance on digital devices for education and communication. This research investigates the impact of digital device usage on childhood cognitive development, specifically among primary school student's post-pandemic, from the perspective of parents. The study explores how prolonged screen time has affected cognitive skills such as attention, memory, problem-solving, and creativity in children. Using a mixed-methods approach, the research combines quantitative surveys and qualitative interviews to gather data from a diverse sample of parents. The survey, designed to assess the amount of screen time, types of digital content used, and parents' perceptions of their children's cognitive development, is complemented by in-depth interviews to capture more nuanced views. The study also examines the role of educational tools versus unstructured screen time, with an emphasis on parental awareness and content curation. The findings suggest that while parents acknowledge the benefits of educational technology in supporting learning, there are growing concerns about excessive screen time contributing to attention deficits and delays in executive functions. The research highlights the importance of balanced digital usage and emphasizes the need for parental guidance in curating appropriate content to mitigate risks and maximize the cognitive benefits of digital tools for young learners. These insights provide valuable recommendations for parents, educators, and policymakers to foster a healthier digital learning environment in the post-pandemic era.

Keywords: parents, post-pandemic, screen time, digital devices, cognitive.