Impact of digital media exposure on child behaviour and youth social development in Anambra State

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Abstract
This study examined the effects of digital media exposure on child behavior and youth social development in Anambra State. Using a cross-sectional survey design, data were collected from 100 purposively selected respondents, including primary school teachers (72%) and parents (28%) who regularly interact with children aged 5–10 years and local youths. Data were gathered through a structured 4-point Likert-scale questionnaire and analyzed using descriptive statistics, Pearson correlation, ANOVA, and multiple linear regression. Descriptive findings revealed that 88% of caregivers observed tantrums or restlessness when children were denied screen access. However, regression and ANOVA results showed that digital media exposure variables collectively had no significant effect on child behavior ($p = .108$). Among the predictors, only content type significantly influenced behavioral changes ($\beta = -0.256$, $p = .037$), whereas exposure duration and platform type were not significant. For youth social development, high levels of face-to-face communication (91%) and civic participation (87%) were reported, despite challenges such as difficulties in forming real-world friendships (70%) and a preference for screen-based communication (66%). Inferential analyses indicated that neither individual media exposure variables nor their combined effects significantly influenced youth social development ($p = .414$). The study concludes that digital media exposure does not significantly affect long-term behavioral patterns or social development among children and youths in Anambra State. The findings suggest that policies should prioritize the regulation of media content quality rather than focusing solely on screen time.

1. Introduction

The digital world has revolutionized the lives of children and adolescents. Digital media have become a way of life for modern youth, relying on smartphones, social media and tablets for entertainment, education and communication. Such universal exposure has a complex impact on child behavior and youth social development, and poses significant developmental issues and new opportunities for connections. Young children are at a crucial stage of development for behavioral regulation and social learning and are extremely susceptible to the impact of extended screen time. Excessive use of digital media in these formative years can be associated with behavioral problems such as having short attention spans, impatience, and lack of interest in real-world activities. High screen time is known to have a negative effect on early social communication. For example, Sadeghi et al (2023), identified strong links between greater screen time and more severe autism spectrum disorder-like behaviors like language delays and decreased interactive play with caregivers. The absence of face-to-face encounters with others deprives children of an important source of information to interpret other people's expressions, practice controlling their own emotions, and learn the rules of conversational turn-taking, which may lead to disruptive behavior and social withdrawal later in life.

As adolescents, the influence of digital media becomes more strongly focused on peer relations and identity. The social development space for youth shifts to social media as it becomes a place where they find validation, gain independence, and create social connections. But their addictive nature often causes a significant amount of emotional distress. Constantly viewing idealized representations of peers and being exposed to cyberbullying, as well as being driven by algorithmic feeds that compare everything all the time, can negatively affect self-esteem and social relationships. A systematic review by Khalaf et al (2023) revealed that social media use, such as Facebook and Instagram, is significantly correlated with mental distress, anxiety, depression and social isolation in adolescents. With the pressure to gain digital validation in the form of likes and comments, young people might engage in risky behaviors in order to fit into the social norm they see online, leading to their more complex social integration in the offline world.

While there are such well documented dangers, digital media exposure is not a completely negative experience as there are also great opportunities for adaptive social development and civic involvement. In the past, many youths were marginalized or isolated and lacked supportive communities in their neighborhood, but modern platforms afford them opportunities to connect with such communities elsewhere. Moreover, digital spaces provide young people with potent means to try out ideas of their political and social voices. Kligler-

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Vilenchik and Literat (2025) capture this phenomenon by examining the concept of expressive citizenship, and how young people successfully use social media, including TikTok and Instagram, to communicate their own stories, provide their views on social justice, and mobilize collective action. This type of digital participation can create a sense of agency and political efficacy, showing that social media can be a positive means of identity exploration if used in a deliberate manner (Ezenwanne, 2022; Ezenwanne, 2023). This study is important to fill some of the critical gaps in existing literature on the effects of digital media exposure on the social development and behaviour of youth in Anambra State. The current literature on the relation between high screen time and behavioural problems has been largely conducted internationally which is not taking into account the socio-cultural context of South-Eastern Nigeria.

In practice, current regional studies are mainly based on limited variables. For instance, Ezeonwumelu et al (2025) used social media usage as the factor to find out the academic procrastination of university students in Anambra State, but basically, the study focused on academic performance, gender representation and adult values adoption. In a similar way, previous research by Emelumadu et al (2014) focused on crimes committed by adolescents and new media in one particular Local Government Area. Such specialized focus areas leave a wide empirical hole about how everyday digital practices across the state broadly transform early childhood behaviors, emotional quality, and core in-person peer relations. There is an urgent need for a local study that collects empirical data reflecting the intersection of heavy device exposure and changing youth peer landscapes and regional parenting styles. Collecting this State-specific evidence will help educators, mental health practitioners, and policymakers create culturally relevant interventions that are uniquely designed for digital challenges among young people in Anambra State.

This study seeks to examine the influence of digital media exposure on child behavior and youth social development in Anambra State. Specifically, it aims to address the following research questions: (1) To what extent do the duration, content type, and platform type of digital media exposure influence child behavior in Anambra State? (2) How do the duration, content type, and platform type of digital media exposure influence youth social development in Anambra State?

To guide the empirical investigation, the following null hypotheses were formulated: (H01) The duration, content type, and platform type of digital media exposure do not exert any significant cumulative influence on child behavior in Anambra State. (H02) The duration, content type, and platform type of digital media exposure do not have a statistically significant joint influence on youth social development in Anambra State.

2. Method

The study design was quantitative survey research which is cross sectional. This approach enabled simultaneous measurement of behavior and media exposure data, which enabled powerful statistical testing of the hypothesized relationships within the target population. The target population of the study included parents/guardians and primary school teachers of the study area of Anambra State since they interact with the young in their day to day lives which made it possible to make a precise observation. A purposive sampling method was used to select a sample of 100 respondents who had direct, routine contact with children aged 5-10 years and local youth. In this last sample, 72% of the teachers and 28% of the parents. There were a slight female predominance (55 percent) and the majority of the households observed belonged to the middle socioeconomic group (57 percent).

Data collection was carried out through a structured close-ended questionnaire which is adapted from the standardized psychometric scales and the media monitoring measure. The instrument was divided into different sections that started with a demographic profiling including the participant's role, gender, age blocks and household income. Digital media exposure was measured as duration of exposure, type of media content, and type of digital media platforms, all of which were operationalized as independent variables. The dependent variables were behavioral and social variables, such as number of screen removal tantrums and restlessness in children, and real-world friendship building and civic involvement in youth. The items were rated on a standard 4-point Likert scale from strongly disagree to strongly agree.

The data collected were cleaned, coded and analysed using computer statistical software as a progressive three phase plan after the fieldwork. The first phase of analysis was descriptive statistical, in which the frequencies and percentages were used to determine the basis line trends in the demographic profile and individual Likert items. Continuous scale data were summarized by calculating means, standard deviations and variances. Also incorporated were kurtosis statistics to assess response shapes and peakedness. The second phase used bivariate bounded analysis to explore the independent effects of each of the dimensions of media exposure on the behavioral outcomes. For this purpose, Pearson product moment correlation coefficients were calculated, with a one tailed test procedure used at the standard 95 percent confidence level.

A three-part analysis using multivariate inferential modelling was employed to evaluate the main hypotheses on cumulative and joint influences in the last part of the analysis. Two structural models were

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constructed using ordinary least squares multiple linear regression, and an Analysis of Variance framework was used to track behavior of children, and to track social development of youth. The F statistics and p values obtained were used to accept or reject the null hypotheses. Lastly, the regression results were evaluated using strict collinearity diagnostics such as Variance Inflation Factors, eigenvalues and condition indices to test the validity of the stability of models and ensure that there are no violations of collinearity.

3. Results and Discussion

3.1. Results

Table 1 presents the demographic distribution of the participants involved in this investigation. Data gathered from the field reveals that a clear majority of the respondents are teachers, comprising 72% of the sample, while parents make up the remaining 28%. Females dominate the gender distribution at 55%. Regarding the subjects, children aged 5 to 10 years represent the largest block at 66%, and most households fall within the middle-income bracket at 57%.

Table 1. Demographic Characteristics of Respondents and Subjects

Demographic Variable	Category	Frequency	Percentage (%)
Status of Respondent	Parent / Guardian	28	28.0
	Teacher	72	72.0
Gender	Male	45	45.0
	Female	55	55.0
Age Bracket	5-10 years	66	66.0
	11-13 years	15	15.0
	14-16 years	11	11.0
	17-19 years	8	8.0
Socioeconomic Status	Low Income	16	16.0
	Middle Income	57	57.0
	High Income	27	27.0
Total Sample		100	100.0

Table 2 presents the descriptive statistics evaluating child behavior in relation to digital media usage (N = 100). The data reveals a moderate-to-high tendency toward behavioral challenges, with children most frequently throwing tantrums when removing devices (Mean = 3.23) and exhibiting restlessness away from screens (Mean = 3.20). While academic concentration (Mean = 3.07) and cooperative behavior (Mean = 3.18) remain steady, positive kurtosis values across all items indicate relatively peaked distributions.

Table 2. Descriptive Statistics for Child Behaviour (CB) and Digital Media Usage

	N	Mean	Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
The child exhibits restless behavior or short attention spans when away from digital screens.	100	3.20	.739	.545	.725	.478
Impulsive or aggressive tendencies are noticeable after long hours of device usage.	100	3.18	.687	.472	.711	.478
The child displays cooperative and helpful behavior toward peers and family members.	100	3.18	.672	.452	.934	.478
Academic concentration and school task completion remain high despite media usage.	100	3.07	.807	.652	.277	.478
The child easily throws tantrums or throws objects when asked to put down a mobile device.	100	3.23	.709	.502	.546	.478
Valid N (listwise)	100					

Figure 1 details the frequency distribution of responses evaluating child behavior (N = 100). The data indicates a high prevalence of device-related behavioral issues, as 88% of respondents agree or strongly agree that children exhibit restlessness away from screens, and 88% report tantrums when removing devices. Interestingly, despite these screen dependencies, a substantial majority also report that cooperative behaviors (89%) and academic concentration (81%) remain high.

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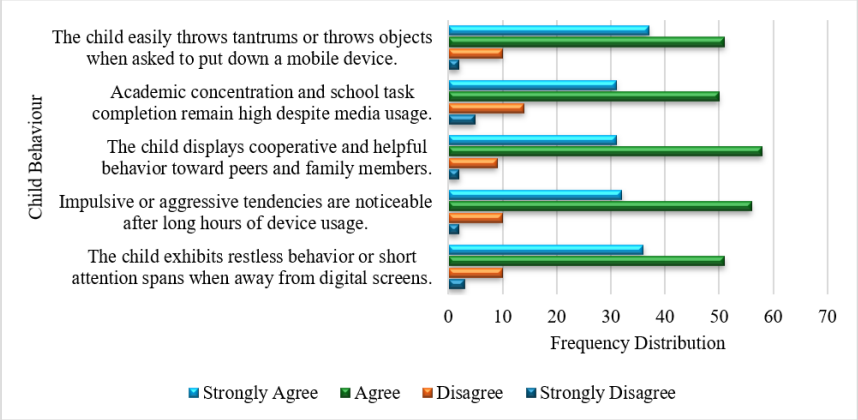

Figure 1. Frequency Distribution for Child Behaviour Items

Table 3 displays descriptive statistics tracking youth social development among respondents (N = 100). The results indicate highly developed face-to-face communication and interpersonal skills (Mean = 3.31), alongside active participation in civic or community associations (Mean = 3.19). Conversely, the lowest average responses involve a preference for digital interactions (Mean = 2.87) and struggling to build real-world friendships (Mean = 2.86). Negative kurtosis values for these lower-scoring items point to a flatter distribution of responses.

Table 3. Descriptive Statistics for Youth Social Development (YSD)

	N	Mean	Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
The youth participate actively in community, school, or civic development associations.	100	3.19	.706	.499	.476	.478
Face to face communication and interpersonal skills are highly developed in the youth.	100	3.31	.692	.479	1.007	.478
Digital interactions are preferred over physical hangouts with local peer groups.	100	2.87	.837	.700	-.753	.478
Cultural values and respectful norms within the community are upheld by the youth.	100	2.99	.745	.555	.456	.478
The youth struggle to build meaningful, long-lasting real-world friendships due to screen dependencies.	100	2.86	.779	.606	-.295	.478
Valid N (listwise)	100					

Figure 2 displays the frequency distribution for youth social development metrics (N = 100). The findings show robust social integration, with 91% of respondents agreeing or strongly agreeing that youth possess highly developed face-to-face communication skills, and 87% noting active civic participation. However, digital distractions present a notable challenge; 66% prefer digital interactions over physical hangouts, and 70% struggle to build lasting, real-world friendships due to screen dependencies.

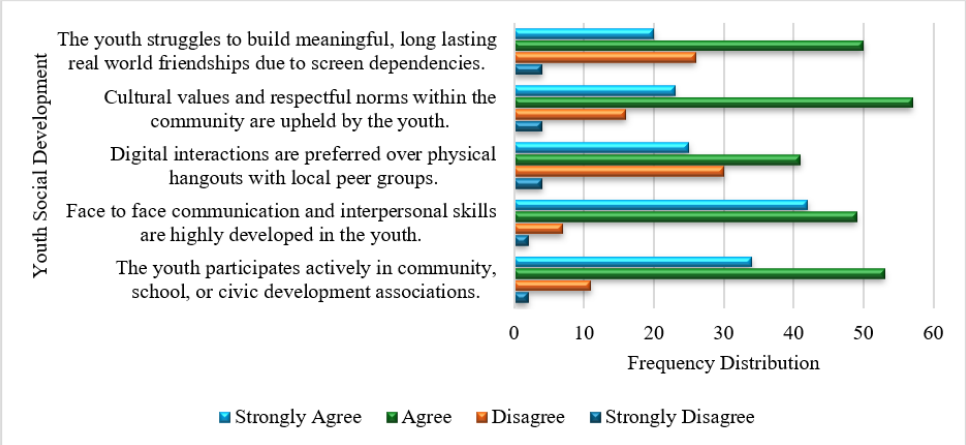

Figure 2. Frequency Distribution for Youth Social Development Items

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Table 4 presents the correlation matrix between Child Behaviour (CB), Duration of Exposure (DUR), Content Type (CON), and Platform Type (PLA). The analysis shows a weak, non-significant positive correlation between child behavior and exposure duration (r = .028). Conversely, a significant negative relationship exists between child behavior and content type (r = -.187, p = .031), indicating that specific media content relates to behavioral shifts. Additionally, strong positive correlations exist among duration, content, and platform types.

Table 4. Correlation Matrix for Child Behaviour and Media Exposure Variables

		Child Behaviour (CB)	Duration of Exposure (DUR)	Content Type (CON)	Platform Type (PLA)
Pearson Correlation	Child Behaviour (CB)	1.000	.028	-.187	-.068
	Duration of Exposure (DUR)	.028	1.000	.523	.723
	Content Type (CON)	-.187	.523	1.000	.542
	Platform Type (PLA)	-.068	.723	.542	1.000
Sig. (1-tailed)	Child Behaviour (CB)	.	.390	.031	.252
	Duration of Exposure (DUR)	.390	.	.000	.000
	Content Type (CON)	.031	.000	.	.000
	Platform Type (PLA)	.252	.000	.000	.
N	Child Behaviour (CB)	100	100	100	100
	Duration of Exposure (DUR)	100	100	100	100
	Content Type (CON)	100	100	100	100
	Platform Type (PLA)	100	100	100	100

Hypothesis: The duration, content type, and platform type of digital media exposure do not exert any significant cumulative influence on child behaviour in Anambra State.

Table 5 presents the ANOVA results testing the cumulative effect of media exposure duration, content type, and platform type on child behavior. The analysis reveals an F-statistic of 2.081 with a significance value of 0.108. Because this value exceeds the standard 0.05 significance level, the model is not statistically significant. Consequently, the null hypothesis is accepted, concluding that these variables do not exert a significant cumulative influence on child behavior.

Table 5. ANOVA Analysis on the Cumulative Influence of Media Exposure on Child Behaviour

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.455	3	.485	2.081	.108b
	Residual	22.373	96	.233		
	Total	23.828	99			

a. Dependent Variable: Child Behaviour (CB)
b. Predictors: (Constant), Platform Type (PLA), Content Type (CON), Duration of Exposure (DUR)

Table 6 details the individual regression coefficients and model metrics for predictors of child behavior.

Table 6. Regression Statistics and Coefficients for Child Behaviour (CB)

Predictor Variables	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-value	p-value (Sig.)	Collinearity Statistics (VIF)
(Constant)	3.324	—	30.135	0.000	—
Duration of Exposure (DUR)	0.131	0.233	1.582	0.117	2.211
Content Type (CON)	-0.112	-0.256	-2.120	0.037	1.491
Platform Type (PLA)	-0.048	-0.097	-0.652	0.516	2.273
Model Summary Metrics					
Multiple R = 0.247	R Square = 0.061	Adjusted R Square = 0.032	Std. Error = 0.48276	Durbin-Watson = 1.828	F-Change = 2.081 (p = 0.108)

The model accounts for only 6.1% of the variance (R Square = 0.061). Individually, Content Type is the only significant predictor (p = 0.037), showing a negative impact (Beta = -0.256). Duration of Exposure (p = 0.117) and Platform Type (p = 0.516) are statistically insignificant. All VIF values remain below 2.5, indicating no

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multicollinearity issues. Substituting the unstandardized coefficients (B) from the data table into the structural specification yields the following estimated regression model for the study:

$$CB=3.324+0.131(DUR)-0.112(CON)-0.048(PLA)$$

The structural output shows that only Content Type (CON) exerts a statistically significant influence on child behaviour at the 5% level of significance (p=0.037, which is less than 0.05), whereas Duration of Exposure (p=0.117) and Platform Type (p=0.516) are not statistically significant predictors within this specific model.

Table 7 displays the collinearity diagnostics to check for multi-variable redundancies in the regression model. The highest condition index reached is 7.587 in dimension 4, which sits safely below the standard danger threshold of 15 to 30. Furthermore, the variance proportions do not show simultaneous high loading (above 0.50) on a single small eigenvalue. Therefore, Table 7 confirms that multicollinearity does not pose a problem for this analysis. Table 8 shown a correlation matrix for youth social development and media exposure variables.

Table 7. Collinearity Diagnostics for Child Behaviour Predictors

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Duration of Exposure (DUR)	Content Type (CON)	Platform Type (PLA)
1	1	3.648	1.000	.01	.01	.01	.01
	2	.154	4.870	.68	.00	.55	.00
	3	.135	5.199	.29	.16	.43	.21
	4	.063	7.587	.02	.84	.00	.77

a. Dependent Variable: Child Behaviour (CB)

Table 8. Correlation Matrix for Youth Social Development and Media Exposure Variables

		Youth Social Development (YSD)	Duration of Exposure (DUR)	Content Type (CON)	Platform Type (PLA)
Pearson Correlation	Youth Social Development (YSD)	1.000	.131	.001	.130
	Duration of Exposure (DUR)	.131	1.000	.523	.723
	Content Type (CON)	.001	.523	1.000	.542
	Platform Type (PLA)	.130	.723	.542	1.000
Sig. (1-tailed)	Youth Social Development (YSD)	.	.096	.495	.099
	Duration of Exposure (DUR)	.096	.	.000	.000
	Content Type (CON)	.495	.000	.	.000
	Platform Type (PLA)	.099	.000	.000	.
N	Youth Social Development (YSD)	100	100	100	100
	Duration of Exposure (DUR)	100	100	100	100
	Content Type (CON)	100	100	100	100
	Platform Type (PLA)	100	100	100	100

Hypothesis: The duration, content type, and platform type of digital media exposure do not have a statistically significant joint influence on youth social development in Anambra State.

Table 9 presents the ANOVA results evaluating the joint influence of media duration, content, and platform types on youth social development. The analysis yields an F-statistic of 0.961 with a significance value of 0.414. Since this p-value is well above the 0.05 threshold, the combined model is not statistically significant. Therefore, the null hypothesis is accepted, confirming these exposure variables do not have a significant joint influence.

Table 9. ANOVA Analysis on the Joint Influence of Media Exposure on Youth Social Development

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.581	3	.194	.961	.414[b]
	Residual	19.353	96	.202		
	Total	19.934	99			

a. Dependent Variable: Youth Social Development (YSD)
b. Predictors: (Constant), Platform Type (PLA), Content Type (CON), Duration of Exposure (DUR)

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Table 10 details the individual regression coefficients and diagnostics for predictors of youth social development.

Table 10. Regression Statistics and Coefficients for Youth Social Development (YSD)

Predictor Variables	Unstandardized Coefficients (B)	Standardized Coefficients (Beta)	t-value	p-value (Sig.)	Collinearity Statistics (VIF)
(Constant)	3.017	—	29.404	0.000	—
Duration of Exposure (DUR)	0.057	0.111	0.744	0.459	2.211
Content Type (CON)	-0.047	-0.118	-0.963	0.338	1.491
Platform Type (PLA)	0.051	0.113	0.747	0.457	2.273

The results show that none of the independent variables are statistically significant, as the p-values for Duration of Exposure ($p = 0.459$), Content Type ($p = 0.338$), and Platform Type ($p = 0.457$) all greatly exceed the 0.05 threshold. Additionally, all VIF values remain below 2.5, confirming the absence of multicollinearity issues. Substituting the unstandardized coefficients (B) from the data table into the structural specification yields the following estimated regression model for the second dependent variable:

$$YSD=3.017+0.057(DUR)-0.047(CON)+0.051(PLA)$$

The structural output demonstrates that none of the individual independent variables are statistically significant predictors of youth social development at the 5% level of significance, as all individual p-values (Duration = 0.459, Content Type = 0.338, Platform Type = 0.457) are greater than 0.05. The overall model fit metrics indicate a weak explanatory power ($R2=0.029$), showing that the combined independent variables account for only 2.9% of the variance in youth social development among the sampled population.

Table 11 shows the collinearities diagnostics performed to ensure there are no redundant data among the predictors of youth social development. The maximum condition index (C.I) is 7.587 in dimension 4 which is below the critical value of 15. As can be seen, each individual proportion of variance is high in one dimension (e.g., .84 for duration in dimension 4 and .77 for platform type in dimension 4), however the condition index is not high, suggesting that multicollinearity is not a problem.

Table 11. Collinearity Diagnostics for Youth Social Development Predictors

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions			
				(Constant)	Duration of Exposure (DUR)	Content Type (CON)	Platform Type (PLA)
1	1	3.648	1.000	.01	.01	.01	.01
	2	.154	4.870	.68	.00	.55	.00
	3	.135	5.199	.29	.16	.43	.21
	4	.063	7.587	.02	.84	.00	.77

a. Dependent Variable: Youth Social Development (YSD)

3.2. Discussion

The statistical results of this study gave an all-round assessment of the exposure and implications of digital media on younger populace of Anambra State. Table 3 and Figure 1 showed moderate to high immediate behavioral challenges, with 88% reporting children were restive and raised tantrums during the removal of the screen. This result was consistent with that of a review article by Vasconcellos et al (2025) that found that more electronic screen time is structurally associated with situational emotional issues and self-regulatory distress in children. But the present findings also revealed that academic orientation and cooperation level remained high in spite of these screen dependencies.

Other researchers, such as McArthur et al (2022), showed that children who spent more time on screens than was expected were generally reported to be more deficient across a wide range of early cognitive developmental metrics and school readiness measures, as compared to the stability of this sample. Patterns in Table 3 and Figure 2 suggested that youth social development was characterized by strong face-to-face communication and civic engagement, while also showing that they simultaneously sought out digital communication that was felt to be a barrier to sustaining friendships in the real world. Güroğlu and Veenstra (2021), in a related study, examined the neural and behavioural foundations of adolescent peer relationships, finding that although digital environments facilitate baseline constructs of peer interaction, the structural transition from physical to digital contexts modifies how youths in the modern era interact with and belong to groups in the real world.

These complex dynamics were further explored in the inferential analyses. Table 4 and Table 5 showed that the cumulative model for child behavior was not statistically significant and the first null hypothesis was

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accepted. This is summarized in the regression metrics in Table 6 and the diagnostics in Table 7 which demonstrated that content type is the only significant individual predictor of behavioral shifts, and duration or platform type are not. This result was consistent with the current frameworks that focus on the qualitative characteristics of media programs more than on the amount of time children spend on their screens daily. In other words, intentionally designed media, such as computer animation can be used to support student learning achievement (Nnalue et al., 2024) and students' interest (Nnalue et al., 2023). The qualitative benefits that can be gained from these rely primarily on teacher awareness of innovative learning strategies (Christian-Ike et al., 2024) and positive institutional attitudes towards virtual classrooms (Christian-Ike et al., 2025a). In addition, the positive attitude of parents serves as an external anchor that amplifies student motivation along with digital media use (Christian-Ike et al., 2025b).

The youth social development models displayed in the correlation matrix in Table 8, the ANOVA models in Table 9, and the regression coefficients in Table 10 also failed to show a statistically significant combined or independent effect of the media exposure variables, confirming that local youth have adaptive competencies that help maintain their primary social development pathways in the face of digital disruption. This developmental resilience is highly correlated with the strong self-regulatory skills that buffer local students and anticipate baseline success (Rita & Henrieta, 2025). The core science process skills are other internal cognitive skills that are applicable across both genders and locations in the school, and buffer the external media disruptions (Chukwunazo et al., 2025; Obikezie et al., 2025). Despite the heightened infrastructural challenges in blended learning contexts, youth's social stability is maintained (Okelue et al., 2025). There is an additional increase in adaptive learning rather than behavioural problems with the use of progressive educational leadership and artificial intelligence (Ofozoba et al., 2024). AI service learning for sustainability is a way through which advanced digital tools can make a positive contribution to positive cognitive development, as opposed to pure social disruption (Anakpua et al., 2025; Ofozoba et al., 2025).

4. Conclusion

The study examined parents and teachers' perceptions of the effects of digital media exposure on the behaviour of children and social development of youths in Anambra state. The results of the empirical analysis showed that although children often have immediate behavioral problems following their separation from digital screens, the variables of the media exposure do not have a statistically significant cumulative effect on the child's behavior. Of the individual metrics analyzed, the only one that proved significant was content type, showing that the type of media consumed was more important than the length of time spent on the media or its platform type. In the realm of youth social development, the study found that local youth have strong face-to-face communication skills and active civic/community involvement.

A large majority of youth were clear that they preferred digital interactions over real world encounters, and that the length and type of content and platforms had a statistically significant impact on the youths' social development when used alone, but not when combined with each other. The null hypotheses were accepted for both demographics in the end. The results suggest that digital media exposure, overall, does not significantly upset the general behavior patterns or socialization of children and youth in Anambra state, although some digital media content can trigger specific immediate behavioral reactions in children. The study also emphasizes the importance of targeting the content young groups engage with instead of the amount of time or the platforms used.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/ or publication of this article.

Data Availability

The datasets generated during and/ or analysed during the current study are available from the corresponding author on reasonable request.

Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript.

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