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## Teacher's perceptions of the impact of technology on children and young people's emotions and behaviours

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### Abstract

This paper explores the perceptions of teachers regarding the impact of technology on the emotions and behaviors of children and young people. As technology continues to infiltrate every aspect of modern life, its role in shaping the psychological and emotional landscapes of younger generations is increasingly apparent. Through qualitative research, we aim to understand the insights of educators on how digital tools and platforms are influencing the emotional development, social interactions, and behavioral tendencies of students in both positive and negative ways. The study highlights key findings on how technology shapes empathy, attention span, emotional regulation, and social relationships among children and adolescents. It also explores the potential for technology to enhance learning experiences while cautioning against its overuse.

**Keywords:** Technology, educators, psychological, emotional, landscapes

### Introduction

The proliferation of technology in the daily lives of children and adolescents has revolutionized how they interact, learn, and engage with the world. Digital devices such as smartphones, tablets, and computers have become indispensable tools in modern education. While these technologies offer numerous benefits, such as enhanced access to information and personalized learning, they also bring challenges related to emotional and behavioral development. Teachers, as primary observers of children's day-to-day behavior, have unique insights into how technology influences students' emotional health and social skills.

The rise of technology in the lives of children and adolescents has been a transformative phenomenon in education and socialization. The increased prevalence of smartphones, tablets, computers, and other digital devices has not only changed how students access information but also fundamentally shifted their behavioral and emotional patterns. While the advantages of these technologies are vast-enabling personalized learning experiences, greater connectivity, and real-time access to global knowledge-there is growing concern about how these technological

advancements are affecting the emotional and social well-being of young learners.

In today's educational landscape, technology has become an indispensable part of teaching and learning. Digital tools provide children with the ability to access a plethora of resources that can be tailored to their individual learning needs. Adaptive learning platforms adjust to the pace of each student, offering more personalized educational experiences than traditional classroom settings. In particular, children who might have struggled in conventional learning environments, such as those with learning disabilities, can benefit significantly from the tailored approaches that technology offers. Teachers have found that these tools can foster more engagement and participation from students who might otherwise be left behind.

However, the integration of technology into the classroom is not without its challenges. While technology promotes engagement through interactive platforms, it can sometimes lead to distractions. Students often find it difficult to focus on educational content when they are just a click away from social media, gaming, or entertainment platforms. As a result, teachers report that maintaining students' focus and

ensuring that they are using technology for educational purposes rather than leisure activities has become a growing concern.

Beyond academic performance, teachers have also become acutely aware of how technology affects students' emotional health. One of the primary areas of concern is the influence of social media on children and adolescents. Platforms such as Instagram, TikTok, and Snapchat have become ingrained in the lives of young people, serving as key tools for social interaction and self-expression. However, these platforms can also contribute to feelings of inadequacy, low self-esteem, and anxiety, particularly when children are exposed to highly curated images and content that promote unrealistic standards of beauty and success.

Teachers often observe how students who are active on social media may experience heightened emotional volatility, including increased sensitivity to peer feedback. Online interactions can sometimes exacerbate social pressures, as students may feel the need to constantly present themselves in a favorable light, leading to a loss of authentic self-expression. Moreover, the anonymous nature of online interactions can foster cyberbullying, which can have profound emotional consequences for victims. Teachers have expressed concerns about the impact of these digital environments on students' mental health, as many children and adolescents are ill-equipped to handle the pressures of constant online visibility.

Additionally, the constant use of digital devices may contribute to heightened levels of stress and anxiety in students. Research has shown that overuse of technology, particularly in the form of screen time, can disrupt sleep patterns, leading to sleep deprivation, which in turn affects emotional regulation. Teachers have noticed that students who spend excessive time on their devices, particularly late at night, tend to be more irritable and emotionally reactive during the day. This emotional instability can negatively impact their ability to focus on learning and participate in social interactions with their peers.

The proliferation of technology has also affected how children and adolescents develop and maintain interpersonal relationships. In the past, face-to-face communication was the primary mode of social interaction, allowing individuals to read emotional cues, engage in deep conversations, and develop empathy. However, in today's digital world, much of the communication among young people takes place through texting, messaging apps, and social media platforms, which lack the richness of in-person interactions. Teachers have expressed concerns that students are losing the ability to engage in meaningful, face-to-face conversations. Without regular practice in interpreting facial expressions, body language, and tone of voice, students may struggle to develop the empathy and emotional intelligence necessary for building strong interpersonal relationships. This can lead to social isolation, as students may find it easier to engage in surface-level online interactions rather than forming deep, meaningful connections with their peers. Furthermore, teachers have noted that students' reliance on technology for communication can affect their conflict-resolution skills. When disagreements arise, children and adolescents may find it more comfortable to avoid direct confrontation and instead resort to passive-aggressive behavior online. This can result in unresolved conflicts, as

students are not learning how to manage their emotions and work through disagreements in constructive ways. Teachers, who often act as mediators in student conflicts, have found it increasingly challenging to help students navigate these issues when much of the conflict takes place in the digital realm.

Given their daily interactions with students, teachers are in a unique position to observe how technology influences children's emotional and social development. They play a critical role in identifying emotional and behavioral changes that may arise from excessive use of digital devices and can provide early interventions when necessary. For example, teachers are often the first to notice signs of anxiety, depression, or social withdrawal in students, and they can refer these students to counselors or mental health professionals for support.

In addition to serving as observers, teachers also have a responsibility to educate students about the healthy use of technology. Many schools have begun to implement digital literacy programs that teach students about the potential emotional risks associated with technology use, such as cyberbullying, online predators, and the dangers of social media comparison. These programs also emphasize the importance of maintaining a balance between screen time and other activities, such as physical exercise, face-to-face social interactions, and sleep.

Moreover, teachers can foster social-emotional learning (SEL) in the classroom by incorporating activities that promote emotional awareness, empathy, and conflict resolution. For example, group projects that require collaboration and communication can help students develop their interpersonal skills, while mindfulness practices can encourage emotional regulation. By integrating SEL into the curriculum, teachers can help students build the emotional resilience necessary to navigate the challenges of the digital world.

While teachers play a vital role in guiding students' emotional development, they cannot address the challenges posed by technology alone. Parental involvement is crucial in ensuring that children and adolescents develop healthy relationships with digital devices. Teachers have reported that students whose parents set clear boundaries around technology use tend to exhibit better emotional regulation and social skills compared to their peers who have unrestricted access to technology.

Open communication between teachers and parents is essential for identifying and addressing any emotional or behavioral issues that may arise from technology use. Regular parent-teacher conferences provide an opportunity to discuss concerns related to screen time, social media use, and emotional well-being. Teachers can offer parents practical advice on setting limits on technology use, encouraging outdoor activities, and fostering open dialogue about the emotional impact of technology.

Furthermore, schools can create a supportive environment for both students and parents by organizing workshops and seminars that address the emotional and social challenges posed by technology. These programs can provide parents with the tools and knowledge they need to help their children navigate the digital world in a healthy and balanced way.

While much of the discussion surrounding technology and

emotional development focuses on the potential risks, it is also important to acknowledge the ways in which technology can positively impact emotional growth. For example, many online platforms offer resources for mental health support, including apps that teach mindfulness, stress management, and emotional regulation techniques. Teachers have found that incorporating these tools into the classroom can help students develop emotional self-awareness and coping strategies.

Additionally, technology can provide opportunities for students to engage in positive social interactions. Online forums and communities centered around shared interests, such as gaming or hobbies, can foster a sense of belonging and connection among students who might otherwise feel isolated. Teachers have observed that students who participate in these online communities often form meaningful friendships and develop social skills through collaborative activities.

Virtual reality (VR) technology also holds potential for enhancing emotional learning. Some schools have begun to experiment with VR simulations that allow students to experience different perspectives and practice empathy in a safe, controlled environment. For example, a VR simulation might allow students to step into the shoes of a character who is being bullied, helping them understand the emotional impact of their actions on others. Teachers have reported that these immersive experiences can have a profound effect on students' emotional awareness and empathy.

### Review of Literature

The review of literature encompasses several studies and theories that explore the impact of technology on emotional and behavioral development. Research indicates a dichotomy in the effects of technology; while some studies suggest that technology enhances learning and social interaction, others point to the negative consequences, such as decreased empathy, heightened anxiety, and increased distraction. A review of the theory of digital dualism sheds light on the tension between virtual and real-world interactions, as children often struggle to balance face-to-face socialization with digital communication. Additionally, social learning theory is examined, which explains how children imitate behaviors observed online, influencing their emotional and behavioral responses in real life.

Previous research highlights the role of technology in shaping emotional development. For instance, prolonged exposure to social media has been linked to mood disorders, depression, and anxiety in adolescents. On the contrary, educational technologies have been found to improve cognitive engagement and problem-solving skills. Teachers are at the forefront of these technological changes and play a pivotal role in understanding how digital tools affect students' emotional and behavioral growth.

### Digital Childhoods: Technology, the Individual and Society by Susan Edwards

Susan Edwards, in *Digital Childhoods*, explores the intersection of technology and early childhood development, offering valuable insights into how children interact with digital tools from a young age. This book focuses on

understanding the influence of technology on children's cognitive, emotional, and social development. It draws on the author's research in early childhood education, providing a nuanced perspective on how teachers perceive technology's role in shaping children's emotional well-being.

Edwards highlights how the digital age has altered children's play and learning experiences. She argues that while digital technologies can offer significant educational benefits, they also introduce complexities into children's emotional lives. Teachers report observing children who show heightened anxiety and frustration when they are unable to access or use digital tools effectively. In addition, teachers note that technology has the potential to create dependency, with some children preferring virtual experiences to real-world interactions.

Edwards' analysis also covers the ways in which technology can either support or hinder social-emotional learning (SEL) in the classroom. Teachers are seen as crucial in helping children balance digital interactions with face-to-face socialization, emphasizing the importance of moderation and guided use. This book provides practical recommendations for educators to integrate technology into the classroom while mitigating its potential emotional and behavioral downsides.

### The impact of technology on children's development by Sandra Calvert

Sandra Calvert's *The Impact of Technology on Children's Development* provides a comprehensive review of the growing influence of digital media on the emotional and psychological development of young people. Calvert, a well-known developmental psychologist, discusses the various ways in which digital media—ranging from video games to social media—affect children's emotional regulation, attention spans, and interpersonal relationships. The book is particularly insightful for understanding teachers' perspectives on how technology has altered students' emotional engagement with their peers and their capacity to concentrate in educational settings.

Calvert emphasizes the increasing concern among educators regarding the emotional effects of technology overuse. Teachers report that students often exhibit reduced empathy and difficulty in forming meaningful interpersonal connections due to the time spent engaging with screens rather than interacting with peers. Furthermore, the book touches on the phenomenon of emotional numbing, where children become less sensitive to emotional stimuli due to excessive exposure to fast-paced, overstimulating digital content.

One of Calvert's key contributions to this field is her discussion on the role of technology in both enhancing and detracting from students' ability to regulate their emotions. Teachers in her studies noted that while educational apps and programs can teach emotional regulation strategies, unrestricted or unsupervised use of technology often leads to emotional dysregulation, particularly in younger children. The book calls for more robust digital literacy programs in schools to help children navigate the emotional challenges of the digital world.

**Screen Schooled: Two veteran teachers expose how technology overuse is making our kids dumber" by joe clement and matt miles**

Joe Clement and Matt Miles, both experienced educators, take a more critical stance in their book *Screen Schooled*, where they argue that technology is having a detrimental impact on children’s cognitive and emotional development. Drawing from their years of teaching experience, Clement and Miles present numerous case studies and anecdotal evidence that demonstrate how the overuse of technology in schools is affecting students’ attention, emotional stability, and overall behavior.

One of the most significant contributions of this book is its exploration of teachers’ frustrations with the increasing reliance on technology in education. The authors argue that while technology was initially seen as a tool to enhance learning, it has now become a crutch that often hinders the development of critical thinking and social skills. Teachers report that students are becoming less engaged in classroom discussions, more distracted by their devices, and more emotionally detached from their peers.

Clement and Miles also highlight the emotional consequences of technology overuse, such as increased anxiety, depression, and feelings of isolation among students. The constant need for validation through social media, combined with the pressures of academic performance, has led many students to experience emotional burnout. Teachers, according to the authors, are often at the frontlines of this emotional crisis, struggling to maintain students’ attention and emotional well-being in a tech-saturated environment.

While the authors offer a somewhat pessimistic view of technology’s role in education, they also provide actionable strategies for teachers to reclaim their classrooms and help students develop healthier relationships with technology. These include setting clear boundaries for technology use, incorporating more face-to-face interactions, and promoting critical thinking skills that go beyond digital engagement.

**Raising Humans in a Digital World: Helping Kids Build a Healthy Relationship with Technology by Diana Graber**

In *Raising Humans in a Digital World*, Diana Graber addresses the critical issue of how parents and educators can guide children in developing a healthy relationship with technology. Graber, an expert in digital literacy education, draws on her experience teaching children about responsible technology use to offer practical advice for teachers who are concerned about the emotional and behavioral effects of technology on their students.

Graber’s book focuses heavily on the emotional impact of social media and digital interactions on young people. Teachers, according to Graber, play a key role in helping students navigate the emotional minefield of the digital world. The book discusses the rise of cyberbullying, social comparison, and online peer pressure, all of which can have severe emotional consequences for children and adolescents. Teachers report that students who are heavily involved in social media often exhibit signs of anxiety, depression, and low self-esteem, as they constantly seek validation through likes, comments, and follows.

Graber advocates for a proactive approach to teaching

digital literacy, where students are encouraged to critically evaluate the content they consume and the emotional reactions it elicits. She emphasizes the importance of SEL in the digital age, encouraging teachers to integrate lessons on empathy, self-regulation, and responsible online behavior into their curricula. By equipping students with the tools they need to manage their digital lives, teachers can help mitigate the negative emotional impacts of technology.

**The Good and the Bad of Digital Media: A Teacher’s Guide by Annika Skold**

Annika Skold’s *The Good and the Bad of Digital Media* provides a balanced overview of the potential benefits and drawbacks of digital media in the classroom, with a particular focus on its emotional impact on children and adolescents. Skold, an educator with extensive experience in digital pedagogy, offers insights into how teachers perceive the emotional changes in their students as a result of increased screen time and digital engagement.

Skold explores both the positive and negative aspects of technology use, acknowledging that digital tools can enhance learning, creativity, and collaboration when used appropriately. However, she also discusses the darker side of digital media, including its contribution to social isolation, emotional dysregulation, and decreased empathy. Teachers report that while some students thrive in digital environments, others struggle with the emotional challenges that come with constant connectivity.

The book is particularly valuable for its focus on practical strategies that teachers can use to help students manage the emotional effects of technology. Skold advocates for a holistic approach to technology integration, where digital tools are used alongside traditional teaching methods to support students’ emotional development. She also highlights the importance of open communication between teachers, students, and parents to ensure that technology is used in a way that supports emotional well-being rather than undermines it.

**Research methodologies**

A qualitative research methodology was employed to explore the perceptions of teachers regarding the emotional and behavioral effects of technology on students. The study involved semi-structured interviews with 300 teachers from various educational backgrounds, including primary, secondary, and high school levels. Data were collected through face-to-face interviews, focusing on teachers’ experiences with technology use in their classrooms and observations of students’ behavior. A thematic analysis approach was used to categorize the data into key themes: emotional well-being, behavioral changes, social interaction, and academic engagement.

**Table 1:** Sample (300)

Urban (150)			Rural (150)		
Male		Female	Male		Female
75		75	75		75
	150		300	150	

In addition to interviews, surveys were distributed to a broader range of teachers, asking them to rank the emotional and behavioral changes they observed most frequently in



students as a result of technology use. The survey provided a quantitative element to support the qualitative data.

**Results and Interpretation**

The findings from this research reveal that teachers perceive a mixed impact of technology on children and young people’s emotions and behaviors.

- **Emotional Well-Being:** A majority of teachers reported increased anxiety and emotional instability in students who frequently engage with social media platforms. Many teachers noted that students often exhibit feelings of inadequacy, jealousy, or depression stemming from the pressure to conform to online social norms.
- **Behavioral Changes:** Teachers observed a general decline in attention spans and an increase in impulsive behaviors among students due to excessive exposure to fast-paced digital content. Many participants mentioned that students are more likely to exhibit signs of restlessness and impatience during classroom activities that do not involve technology.
- **Social Interaction:** While some teachers noted that technology provides avenues for enhanced collaboration and communication, many expressed concerns about the diminished quality of face-to-face socialization. Students are often more comfortable communicating through text messages or social media, which, according to teachers, negatively impacts their ability to develop deep and meaningful personal relationships.
- **Academic Engagement:** On the positive side, teachers acknowledged that technology can enhance academic engagement when used appropriately. Several participants praised digital tools for making learning more interactive and personalized, particularly for students who struggle with traditional methods of instruction.

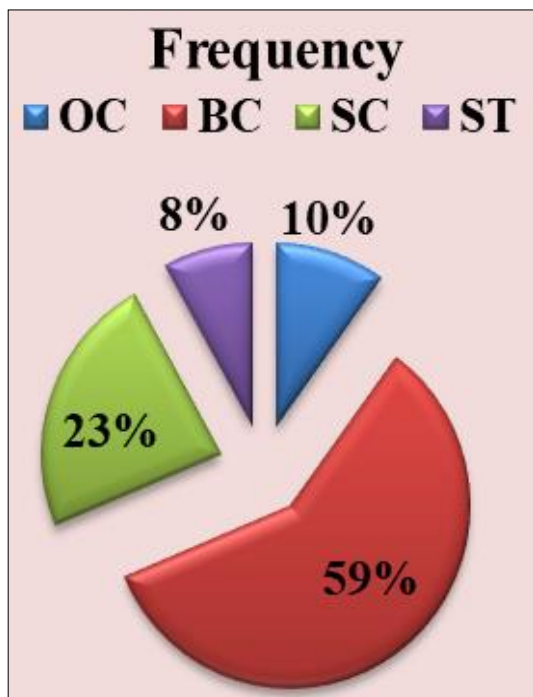


Fig 1: Showing distribution of Student Teachers - Category wise

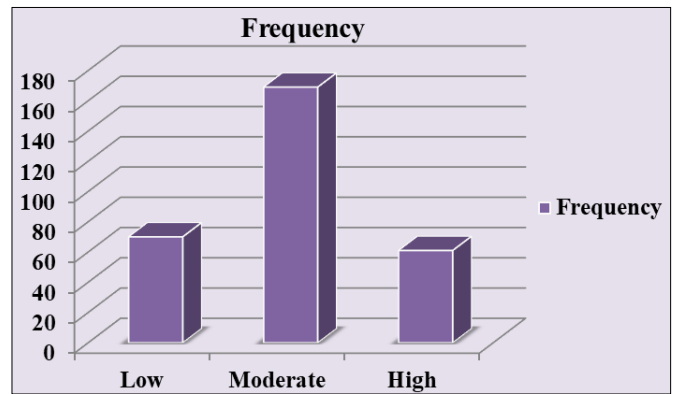


Fig 2: Showing distribution of Student Teachers – Intuitive Style

The mean score for understudy instructors with a low comical inclination was 68.18, for those with a moderate funny bone it was 72.54, and for those with a solid awareness of what's actually funny it was 74.06. At the 0.004 level, it was resolved that the got F worth of 5.597 with a df of 2,597 was measurably profoundly critical. Thusly, one might say that understudy educators with low funny bones will generally have a more precise style than understudy instructors with middle of the road comical inclinations, who thus have a preferred style over educators with high funny bones. This distinction was genuinely critical. The table above makes it clear that the F-Proportion for understudy educators utilizing a purposeful way was 5.597, demonstrating an extremely critical outcome at the 0.004 degree of importance.

In this manner, speculation, which guarantees that "Understudy Educators' Orderly Styles don't fundamentally vary from each other with respect to their funny bone (Social knowledge)," is dismissed.

**Discussion and Conclusion**

The findings of this study underscore the dual nature of technology's influence on children and young people. While technology has the potential to enrich the educational experience and foster creativity, it also presents risks to emotional and behavioral development. Teachers play a critical role in managing these effects, as they have a direct influence on how technology is integrated into the classroom.

The study concludes that while technology cannot be removed from children's lives, its use must be carefully monitored to minimize negative impacts. Teachers are in a unique position to guide students toward healthier relationships with technology, promoting balanced use that supports emotional well-being and positive behavioral outcomes.

In conclusion, the proliferation of technology in the lives of children and adolescents has both positive and negative implications for emotional and social development. While digital devices offer numerous educational benefits and opportunities for social connection, they also pose challenges related to emotional regulation, social skills, and mental health. Teachers, as primary observers of students' behavior, are in a unique position to understand the emotional impact of technology and to guide students in developing healthy relationships with digital devices.

Through digital literacy programs, social-emotional

learning, and collaboration with parents, teachers can help students navigate the challenges of the digital age while fostering emotional resilience and empathy. At the same time, it is important to recognize that technology also has the potential to enhance emotional development, particularly when used in moderation and with appropriate guidance.

As technology continues to evolve, the role of teachers in shaping the emotional well-being of students will remain critical. By staying informed about the latest technological trends and their emotional implications, teachers can continue to support their students in becoming emotionally intelligent, socially connected, and resilient individuals in an increasingly digital world.

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