

YouTube Kids Channel: A modern way of babysitting and its impact on children's behavior

Calingasan, Krisha Mae A.

Far Eastern University, Philippines (calingasankrisha10@gmail.com)

Rungduin, Teresita T. ✉

Philippine Normal University, Philippines (rungduin.tt@pnu.edu.ph)



ISSN: 2243-7703
Online ISSN: 2243-7711

OPEN ACCESS

Received: 20 January 2025

Revised: 3 February 2025

Accepted: 15 February 2025

Available Online: 15 February 2025

DOI: 10.5861/ijrse.2025.25015

Abstract

This paper is a qualitative phenomenological study that focuses on capturing the essence of parents' lived experiences with the use of the YouTube Kids Channel on babysitting and its impact on children's behavior. A total of eight (8) parents of children aged three to seven years old participated in the study. The data were analyzed through coding and defining related themes that emerged through the participants' responses. Data collection involved a virtual interview with the participants. The findings revealed that parents use the YouTube Kids Channel as an educational tool, an entertainment tool, and a safe activity for their children. Findings also revealed that it has a negative impact on children's behavior. Children imitate the inappropriate words and languages of the characters they have watched on the Youtube Kids Channel. Lastly, this study recommends having an in-depth analysis and exploration of how Youtube Kids Channel affects children's communication skills.

Keywords: YouTube Kids Channel, children, educational, entertainment, behavior

YouTube Kids Channel: A modern way of babysitting and its impact on children's behavior

1. Introduction

In this current generation, children begin to use screen media at an early age (Imaniah et al., 2020). Previously, parents' most common screen medium to entertain their children was television, but as technology advanced, new platforms such as Youtube emerged. YouTube is a free video-sharing website that makes it simple to watch videos online. Anyone can even make and upload their own videos to share with others. Moreover, when compared to other types of screen media, YouTube has become one of the most popular internet platforms among young children (Neumann & Herodotou, 2020). Consequently, YouTube created a unique platform for young children called the YouTube Kids App in 2015 to provide a safer viewing experience for kids. According to the Socialblade.com analysis, there are numerous YouTube Kids channels, including Cocomelon Nursery Rhymes, which has a total of 76.7 million subscribers with 513 videos. Chu-chu TV, a channel with 352 video posts, consists of 32.8 million followers (Imaniah et al., 2020). The video content of these channels attracts children because of their human-talking songs and different scenes (Lozano-Blasco et al., 2021).

YouTube Kids influence the lives of infants, toddlers, preschoolers, and parents (Imaniah et al., 2020). Parents exposed their children to touchscreen devices daily (Seo & Lee, 2017). Screen media is used by 83% of children aged 6 months to 6 years for an average of 2 hours per day (Imaniah et al., 2020). However, in a different study, children use mobile phones for about 3-4 hours per day, while some children use mobile phones for more than 5-6 hours per day on average (Siddiqui, 2019). In addition, the current outbreak of COVID-19 has increased children's engagement on the YouTube Kids channel. During this health crisis, YouTube has been structured as a useful ally to help offset the absence of outdoor play, attempting to protect the mental health of young children (Lozano-Blasco et al., 2021).

Furthermore, in an age of mobile technology, algorithms are now an interstitial part of parenting. Algorithms can act as a second parent, shaping a child's viewing habits and instructing infant consumption both directly and indirectly. Tablets and smart devices are recognized to be a part of parenting as they entertain babies and toddlers (Burroughs, 2017). Parents also agreed that touchscreen devices were often used as babysitters. When doing housework, they give their children devices to keep them calm; hence, it becomes a digital pacifier or shut-up toy to keep children entertained (Elias & Sulkin, 2017). In this case, parents utilized B.F. Skinner's operant conditioning in dealing with their children. When positive or negative reinforcement is used to strengthen or weaken a behavior, this is referred to as operant conditioning. Furthermore, it demonstrates how three different types of responses that affect behavior—positive, negative, and punishment—influence behavior (Gaymon, 2015). In addition, most parents consider the Youtube Kids channel a valuable resource for teaching new rhymes, songs, and words (Lozano-Blasco et al., 2021). On the other hand, children are likely to mimic the behaviors of the role models they observe. According to Bandura's theory, YouTubers can be viewed as symbolic models. A study on the impact of media on children backed up this theory. The study found that long exposure to violent and aggressive video content impacted children's behavior, cognition, and emotions. Many studies have also discovered that these effects can be mediated by a number of factors, including the fact that children are more likely to imitate behavior when the character is realistic, identical to the child, acquires praise and encouragement, and the act can be modeled by the child (Neumann & Herodotou, 2020).

YouTube Kids Channels were believed to improve young children's communication skills, primarily by enhancing their English language skills. However, in-depth analysis of children's communication skills and behavioral changes is severely limited in this study (Imaniah et al., 2020). Similarly, Izci et al. (2019) reported that there is limited information on how YouTube and the YouTube Kids channel influence children's learning and development during the early childhood years; thus, there is a need for research on children's increasing use

of these platforms. In order to address these gaps, the present study was conducted to shed light on the impact of the YouTube Kids channel on other aspects of children's lives, such as their behavior.

2. Review of Related Literature

Toddlerhood, even more than infancy, is a difficult time for parents. Because of the daily challenges that they face, they regularly use screen media as part of their parenting practices (Elias & Sulkin, 2017). Screen media parenting practices are viewed as a set of parental behaviors or interactions with their child that impact the latter's screen media use (Samaha & Hawi, 2017). As a result, touchscreens have emerged as the new "playmate, teacher, and babysitter" for very young children, either at home or outside (Elias & Sulkin, 2017). When a parent is physically absent or preoccupied with other tasks, media can be used as a "babysitter" to keep the child occupied. The 'babysitter' form of use within the social parent-child relationship is likely less concerned with the parent's own emotional needs and more with practical demands: the child must be occupied so that the parent can do his or her own responsibilities (Nikken, 2018).

This finding is also supported in the study of Siddiqui (2019) that one of the primary reasons for this massive viewership of YouTube videos is mothers' escapism. Mothers' lives are so hectic these days that it is nearly impossible for them to interact with and keep their children physically occupied. The majority of mothers noted that they give their children mobile phones when they are busy elsewhere or when the child requests that they play and talk to them. It is simple for mothers to put a phone in their children's hands and keep them occupied. Furthermore, nowadays they consider watching videos to be a more reliable and safe activity for their children due to factors such as unsafe outdoor environments, heavy traffic on roads, and the fear of being exploited by strangers.

It is also noted in the study of Nikken (2018) that media tools can first act as a 'distractor,' or relaxing aid for the kid, allowing the parent to rest. The use of media as a distraction appears to be more geared toward the demands of the parents. The assumption that their child would become more socially adapted and will fit in with other children as a result of their media use may inspire these parents to utilize media as a distraction and gain additional time for themselves. Additionally, the media can influence a child's conduct. However, this form of use is not limited to rewarding; it also includes the use of media as a punishment. Some parents believe that withholding or offering media devices as a reward or punishment for their child might have a positive effect (Nikken, 2018).

According to statistics, children's homes in 2019 are becoming more connected, and smart technology is becoming more common. Each child used a mobile device, and the majority of them began using them before the age of one (Yasaroglu & Boylu, 2020). Similarly, children below the age of six months are exposed to YouTube videos. Children appear to be drawn to music videos before they reach the mark of their first birthday (Izci et al., 2019). It is also found in the study of Seo & Lee (2017) that children's use of new media has increased over the years; before the age of two, most children use a mobile device daily and spend a significant amount of time in front of a screen. These young children enjoy touching the screen and holding the devices (Lozano-Blasco et al., 2021). They were not only capable of playing the videos, but they were also equipped at moving from one video to the next on the playlist (Izci et al., 2019). Moreover, screen time has become the norm for infants and toddlers. According to current estimates, children under the age of 24 months watch screen media for about 1-2 hours on a typical day, while children aged 2-5 years watch for more than three hours (Elias & Sulkin, 2017).

YouTube has identified itself as a tool for early childhood development, for it encourages the reinforcement of behaviors (Lozano-Blasco et al., 2021). Clearly, YouTube is a form of screen time, and children use it to observe the behavior of others. Depending on the quality of the videos and images displayed on the screen, this behavior has the potential to positively or negatively impact learning (Neumann & Herodotou, 2020). Almost every child who watches YouTube has a positive impact on their learning skills, basic education, English

language, and knowledge of the world's new inventions. They've all gained valuable knowledge from YouTube. They benefit from watching educational videos because they can independently learn different languages. The majority of the children received their preschool education through the use of YouTube videos (Siddiqui, 2019). It is also revealed in the study by Kanozia (2019) that the majority of parents believe that moral lessons in YouTube Kids Videos are understood by their children. However, a huge number of parents stated that their children require their assistance in order to exhibit good moral behavior such as cleanliness, helpfulness, and so on. As a result, parents now believe that prosocial videos have a moderate effect on children's moral development. This study discovered that the majority of parents mentioned that their child performs actions while watching YouTube Kids Videos. Furthermore, children devote time to physical activities. The activeness level of most children after watching YouTube Kids Videos for an extended period of time ranges from moderate to super active.

On the other hand, some children experienced negative effects such as aggressive and violent behavior, imitation of negative characters, short attention span, fear, health issues, and sleep deprivation (Siddiqui, 2019). YouTube videos have an impact to a certain point on instigating violent behavior in every fourth child and fueling their desire for products featured in video content (Kanozia, 2019). The luxuries and expensive toys depicted in those videos are out of reach for their parents, but as they acknowledge them, they demand them from their mothers (Siddiqui, 2019).

Parents were also concerned about the psychological issues, physical effects, and cognitive development brought by screen media. First, psychological effects were primarily associated with children's obsessive usage of touchscreen media. Parents were concerned about their children's preoccupation with touchscreen devices, which they believed would negatively impact the child's personality. Second, mothers were worried about the physical effects on children's vision and posture. When compared to traditional media with larger screens, parents' anxiety about the smartphone and its smaller screen increased. Finally, they believed that passively viewing content on touchscreens would impair their children's cognitive development. Despite the fact that interactivity was regarded as one of the most important characteristics of touchscreen devices, they stated that the interaction occurred only when their children were selecting content from recommendations, and the passiveness of simply staring at the screens dominated the majority of the time. They also believed that their children's passiveness will result in a lack of creativity and intelligence (Seo & Lee, 2017). Furthermore, children aged 2 to 6 years old prefer to spend their free time watching YouTube videos. They are much less willing to engage in painting, toy play, and going outside to play. They are so attached to this device that when their mothers ask them to return it, they cry and rebel. When children use their phones, they are primarily engaged in YouTube viewing. They are so obsessed with scrolling and playing videos that they prefer it above any other activity (Siddiqui, 2019).

In summary, toddlerhood presents significant challenges for parents, leading many to incorporate screen media into their parenting practices. These practices, which include behaviors and interactions that influence a child's screen media use, have made touchscreens a common "playmate, teacher, and babysitter" for young children. When parents are busy or absent, media serves as a convenient way to keep children occupied, addressing practical needs rather than emotional ones. Studies highlight that mothers often resort to giving their children mobile phones due to their hectic schedules and the perceived safety of indoor activities compared to outdoor risks. Media tools also act as distractors, allowing parents to rest or manage other tasks. Some parents use media as a reward or punishment, believing it can positively influence their child's behavior.

3. Theoretical Framework

This study is based on Albert Bandura's Social Cognitive Theory and B.F. Skinner's Operant Conditioning Theory. Social Cognitive Theory indicates that children can learn through observational learning, in which they imitate specific behaviors modeled by adults and peers (Neumann & Herodotou, 2020). Learning directly from models is more efficient than other methods. Modeling serves a variety of purposes, including tutoring,

motivators, inhibitors, dis-inhibitors, social prompters, emotion arousers, and shapers of values and reality conceptions. As children observe their role models, they are more likely to emulate them. As a result, the behavior of role models becomes effective (Yasaroglu & Boylu, 2020). They adopt behaviors in their young, healthy minds that eventually turn out to be their permanent behaviors. For instance, they have learned to fight in the same way by imitating violent characters. They are also extremely aggressive and hyperactive (Siddiqui, 2019).

Along with this is the operant conditioning theory, in which the behavior is strengthened or weakened by positive or negative reinforcement. Negative reinforcement encourages behavior by removing a negative stimulus. When parents give their child a screen (behavior) and the kid stops crying or behaving in a disruptive manner (unpleasant stimuli), the parent's provision of the screen (behavior) is reinforced. This indicates that the parent will offer their child a screen in the future to keep them from crying or being noisy and disruptive. On the other hand, positive reinforcement encourages good behavior. Giving a child a screen (natural reward) in response to their weeping promotes their usage of crying to get screen time. As a result, the child will be more prone to cry or be disruptive in the future. Both the parent and the child are rewarded for their individual actions in this exchange, causing the interaction to repeat itself with increasing intensity (Cepni et al., 2020). Given these frameworks, it is hypothesized that children learn certain things and imitate behaviors that they see and observe in screen media like YouTube Kids. Furthermore, children's usage of digital media reinforces their behavior.

Research Question - Taking the observation above into account, the current study seeks to investigate the behavioral changes caused by the Youtube Kids channel while addressing the following research questions.

1. What are the factors that contribute to the engagement of children on the Youtube Kids Channel?
2. What impact does the daily watching of Youtube videos have on children's behavior?
3. How have parents dealt with the various behavioral changes that happen to their children?

Scope and Delimitation - The goal of this study is to discover the impact of the YouTube Kids channel on children aged 3 to 5 years old, with a specific focus on investigating behavioral changes caused by watching YouTube Kids videos and how parents deal with those behavioral changes. This study will also identify and evaluate the factors associated with children's increased use of the YouTube Kids channel. Furthermore, this study also seeks to determine the use of the YouTube Kids channel on babysitting. This paper, however, does not address the impact of YouTube Kids on language development.

4. Methodology

Research Design - The qualitative research paradigm includes phenomenological methods. Complex issues such as family relationships, parent demands, and distinctive cultural or familial attitudes are best measured through qualitative research. This research applied a phenomenological approach. Phenomenological studies allow in-depth exploration of research issues as well as the gathering of data needed to capture both individuals' lived experiences and the essences of these phenomena (Barrow, 2017). Given the goal of capturing the essence of parents' lived experiences with the use of the YouTube Kids Channel on babysitting and its impact on children's behavior, the descriptive phenomenological approach was used in this study. The primary goal of the research was to identify the meaning of an individual's lived experiences or to extract meaning from their daily life (Vagle, 2014).

Research Site - This study delves into the use of the YouTube Kids Channel as a modern tool for babysitting, examining the behavioral changes it has prompted among children. Recognizing the importance of safety during the COVID-19 pandemic, the researcher chose her hometown, Magallanes, Cavite, as the research site. This decision ensured a controlled environment while adhering to health protocols. To gather comprehensive data, participants were interviewed through virtual platforms such as Zoom and Google Meet, allowing for in-depth

discussions despite physical distancing measures. The study aims to provide insights into how digital media influences child development and parenting practices in contemporary settings.

Selection Criteria and Participants - Purposive sampling was used by the researcher to achieve the study's objectives. It is purposefully based on the characteristics of the participants that best suit the researcher's goal (Judith, 2021). Eight individuals were chosen to participate in the study. Due to the current circumstances, the researcher utilized social media platforms such as Facebook, Instagram, and email to invite participants. The selected participants met the established criteria: they were parents of young children aged three to seven years old who watched at least three hours of YouTube Kids content daily. Parents of children younger than two years old or older than six years old, or whose children watched less than two hours of YouTube Kids videos per day, were excluded from the study.

Research Instrument - The researcher conducted a semi-structured interview, which served as a framework to gain a thorough understanding and exploration of the participant's experiences, thoughts, and opinions regarding the impact of the YouTube Kids Channel on children's behavior and how it is used as a way of babysitting. The researcher formulated five open-ended questions, which allowed the respondents to have more freedom and flexibility when providing answers. The interview lasted between sixty and ninety minutes. The researcher recorded the interview and used pen and paper to jot down important observations as the interview progressed.

Data Collection Procedure - The research process began with briefing individuals who showed interest in participating in the study before conducting interviews. Participants were selected based on specific criteria. The researcher recruited participants through social media platforms such as Facebook, Twitter, and Instagram. Interested individuals were screened, and those who met the criteria received an appointment form and informed consent via email. This informed consent was thoroughly discussed during the interview to ensure participants were fully aware of the study's scope and their rights. On the day of the interview, the researcher initiated the session with preliminary questions to establish rapport and make participants comfortable. This was followed by a detailed review of the informed consent. The main part of the interview involved a semi-structured inquiry designed to elicit the lived experiences of parents whose children are exposed to YouTube Kids content. The researcher asked follow-up questions to gain a deeper understanding of the participants' experiences and perspectives. Participants were informed that the interview would be recorded, but only with their explicit consent. They were assured that the recordings would be transcribed and then discarded to maintain confidentiality and safety. Additionally, the collected data and semi-structured questions were validated and translated into the participants' preferred language to ensure clarity and accuracy. This comprehensive approach aimed to capture the experiences of parents in the digital age, providing valuable insights into the impact of YouTube Kids on babysitting.

Data Analysis - The information gathered from the respondents through interviews were analyzed using Braun and Clarke thematic analysis. In this process, the researcher began by reading and rereading the interview transcripts in order to be familiarized with the data. Through identifying relevant data, initial codes were generated. These codes were combined and examined to determine patterns that would emerge into a larger theme. For the theme "Positive Outcomes of Accessing the YouTube Kids Channel," codes such as "entertainment," "education," and "parental control" were grouped into sub-themes like "Educational Tool," "Entertainment Tool," and "Safety Tool." This theme highlighted the various benefits that children and parents derive from using the YouTube Kids Channel, including educational content, entertainment, and a safe viewing environment. On the other hand, the theme, "Negative Behavioral Outcomes of Using the YouTube Kids Channel," was generated from the codes such as "imitating appropriate words and behavior" and "behavioral guidance by parents." This theme addressed the potential negative impacts of using the channel, such as children imitating inappropriate behavior they might encounter and the need for parental guidance to mitigate these effects.

Role of the Researcher - The researcher is committed to upholding the strongest ethical guidelines. These standards include those of integrity, responsibility, competence, and credibility. The researcher is also committed to honoring and sympathizing with the participants she worked with. Furthermore, the researcher is dedicated to a methodological paradigm that separates phenomena and their meaning from the researcher's and participants' assumptions when she chose phenomenology. She engaged in activities that gave her the chance to engage with the data collection and analysis from a range of viewpoints; however, she made the conscious choice to remain open to findings that went against her preconceived notions.

Methods of Validation - For the validation process, a comprehensive questionnaire was developed. The semi-structured interview was meticulously validated by three experts in the field to ensure its reliability and relevance. Additionally, the interview was translated into a language that the study participants could easily understand and feel comfortable with, enhancing the accuracy and depth of the responses. The validation process was crucial in ensuring that the data collected was both credible and meaningful. By involving experts and translating the interview, the researcher aimed to eliminate any potential biases and ensure that the participants' true experiences were accurately captured. The detailed observations during the interviews further enriched the data, allowing for a deeper analysis of the behavioral and emotional aspects of children's interactions with YouTube Kids content. This thorough approach not only strengthened the validity of the study but also provided valuable insights into the complex dynamics of digital media consumption among young children and its impact on parenting practices. The expert validation ensured that the study's findings were robust and reflective of the participants' lived experiences.

Ethical Consideration - Prior to conducting an interview, respondents were provided informed consent by explaining the purpose of the study and how they will benefit from it. The confidentiality of the data collected from participants was preserved, and it was only utilized for the period of the study, after which it was deleted. The length of the study and how it will be done were disclosed to the participants. As a result, participants were notified of their right to refuse participation in the study and to withdraw at any time. The researcher guaranteed that the information received from the participants is balanced and reliable. The research adviser and research panels examined and validated the semi-structured interview questions to ensure that the participants are not put in any uncomfortable situations. The participants were informed about the possibilities that may emerge during the interview.

5. Results and Discussion

The findings of the study, which were attained through the conduct of the investigation, are presented in this chapter. Relevant literature was compared to and used to support the discussion of the results.

5.1 Findings

The study involved interviewing eight parents of children who were engaged in the Youtube Kids Channel. Two main themes and five sub-themes emerged from the semi-structured interviews.

Theme 1: Positive Outcomes of Accessing the Youtube Kids Channel

Youtube Kids Channel as an Educational Tool. Parents described the YouTube Kids Channel as an educational tool. They engaged their children in this channel because it could promote brain development and allow their children to learn basic knowledge such as the alphabet, colors, shapes, arithmetic, and so on. Children acquired skills that are necessary for early learning. Furthermore, children could learn the English language and good manners through the YouTube Kids Channel. Therefore, parents regarded it as an educational platform that could help their children develop their intelligence and behavior. The participants shared:

P1: Our reason why we want him to watch the Youtube Kids Channel is for him to speak English and learn proper manners, like behavioral actions like saying please excuse me and always asking if that thing or food is ok.

P2: Ano kasi karaniwan ng channel hindi man Filipino mga Englishero at Englishera. Lagi sila kapag nakikipag-usap ibang lenggwahe. Yung anak ko kunwari sa pagdadance, kunwari ballerina raw siya ganiyan tapos kung ano nga yung character na napapanood niya, mahilig kasi siya sa mga kikay-kikay, nagba-ballerina ganiyan, nagmemakeup. Kung ano yung ginagawa ng bata sa YT. [Typically, on certain channels, if the content wasn't in Filipino, the characters spoke in English, which helped the children practice conversing in English. Additionally, my child enjoyed dancing and would often tell me she was a ballerina, imitating the dance moves she saw. She also developed an interest in girly things and makeup.]

P5: Para malaman niya ang mga alphabet, shape, animal, and color. Para matuto siya at malibang kapag may ginagawa ako. [For him to learn the alphabet, shape, animal, and color. So he could also learn and be entertained while I was doing something.]

Youtube Kids Channel as an Entertainment Tool. Parents also described the YouTube Kids Channel as an entertainment tool. They allowed their children to watch videos from the YouTube Kids Channel while doing household chores so that they could not disturb them while they were busy. It served as the child's playmate or babysitter while the parents were busy doing household chores. This could keep them entertained and keep them from crying or looking for their parents.

P7: Para malibang ang mga bata habang ako ay gumagawa ng gawaing bahay dahil madalas kami lang tatlo ang magkasama. [So that the kids would be entertained while I was doing the household chores because usually it was just the three of us at home.]

P8: Okay, so number one reason kapag may ginagawa kaming parehas kasi tulad ko sa trabaho ko kasi syempre alam mo naman pagdating dito sa bahay trabaho pa rin at lalo na kapag kailangang kailangan na talaga na so wala akong choice kundi manood siya para at least meron akong time para makapag focus. So yun..yun ang dahilan tapos ganun din yung husband ko. [Okay, so the number one reason was that when both of us were doing something, because just like in my job, you know, when I got home I still had to work, especially when it's really urgent, that's why I didn't have a choice but to let her watch so I could at least have time to focus. So that's the reason, and the same goes with my husband.]

Youtube Kids Channel as a Safety Tool. One of the parents also noted YouTube Kids Channel as a safety tool for keeping their children indoors and away from COVID-19 exposure. The parents use the YouTube Kids channel to protect their child from being exposed to COVID 19.

P6: "Syempre unang una lalo na't nitong nagpandemic hindi pwedeng lumabas, bawal sila ma-expose so yun yung unang rason ko kung bakit pinayagan ko siyang manood sa YT Kids. Pangalawa, panlibang niya na rin kesa mas gumamit siya...mas...para sakin mas..gusto ko pa siyang manood sa YT Kids kaysa gumamit ng Ipad or cellphone." [Of course, first of all, due to the pandemic, we were not allowed to go out, especially the kids. They were not allowed to be exposed, so that's the first reason why I let her watch the YouTube Kids Channel. Second, to be entertained. I preferred her watching the YouTube Kids Channel instead of using her iPad or cellphone.]

In summary, YouTube Kids Channel is beneficial for both parents and children as it has various purposes. Parents perceive the YouTube Kids Channel as a multifaceted tool. They use it educationally to promote brain development and teach basic knowledge such as the alphabet, colors, shapes, arithmetic, English language skills,

and good manners. It also serves as an entertainment tool, keeping children occupied and entertained while parents handle household chores, acting as a playmate or babysitter. Additionally, during the COVID-19 pandemic, parents have relied on it as a safety tool to keep their children indoors and away from potential virus exposure.

Theme 2: Negative Behavioral Outcomes of Using the Youtube Kids Channel

Imitating inappropriate Words and Behavior. Children also imitated the inappropriate behaviors and bad expressions of the characters they saw on the YouTube Kids Channel. They also learned words that were strictly for adults only. There were different characters that can be watched in the Youtube Kids Channel, and some of them portrayed bad attitudes, which can be imitated by the child who was watching.

P5: Ang hindi ko nagustuhan is yung ibang language naa-adapt niya. Tinatama ko naman siya pati yung mga body expressions na naaadapt niya. [What I was concerned about was the inappropriate language she picked up. I make sure to correct her and address any unsuitable behaviors she has adopted.]

P8: Ay grabe meron don kasing video nay un talagang ano eh noong napanood ko siya akala ko okay tapos napansin ko sa kaniya ginagaya niya na. Yun yung alam mo yung pinapanood niyang yun..yung bata na maatittude..eh nagaya niya na kaya sinasabi ko sa kaniya, ayan na naman, ayan na naman ginaya mo na naman yung bad. So yun talagang minsan sinasabi ko na bago ka mag-play ng video diyan ipakita mo muna kay mommy kung ano yung papanoorin mo kasi pag bad hindi pwedeng panoorin.” [There was a video that initially seemed fine when I watched it, but later I noticed she was imitating it. The character she was copying had a bad attitude, so I warned her each time I saw her mimicking it. I also instructed her to show me any video before she played it. If it was inappropriate, she wasn’t allowed to watch it.]

Behavioral guidance by parents. The parents were asked to state how they deal with the behavioral changes that happen to their children as a result of watching videos from the Youtube Kids Channel. Parents reported that they do not tolerate their children's inappropriate behavior and bad language. They discipline them properly by explaining that what they did or said was wrong. A participant clearly stated, They teach them the difference between what is good and what is bad. As a result, they don't do it again, and if they happen to see a character acting badly, they look for another video to watch.

P6: Para sa words na nacocopy niya dun sa mga pinapanuod nya at nauulit ulit nya at di masyado maganda pakinggan, kinakausap ko sya at ineexplain na yung mga words na yun ay bad at di dapat sinasabi at ginagaya. At para tuluyan nya ng di ulitin, di na lang niya ulit pa-panoorin ang mga ganoong palabas. [For the inappropriate words that she imitated, I talked to her and explained that those words were bad and should not be repeated. To ensure she wouldn't do it again, I decided she wouldn't watch that content anymore.]

P8: Ay grabe meron don kasing video nay un talagang ano eh noong napanood ko siya akala ko okay tapos napansin ko sa kaniya ginagaya niya na. Yun yung alam mo yung pinapanood niyang yun..yung bata na maatittude..eh nagaya niya na kaya sinasabi ko sa kaniya, ayan na naman, ayan na naman ginaya mo na naman yung bad. So yun talagang minsan sinasabi ko na bago ka magplay ng video diyan ipakita mo muna kay mommy kung ano yung papanoorin mo kasi pag bad hindi pwedeng panoorin.” [There was a video that initially seemed fine when I watched it, but later I noticed she was imitating it. The character she was copying had a bad attitude, so I warned her each time I saw her mimicking it. I also instructed her to show me any video before she played it. If it was inappropriate, she wasn’t allowed to watch it.]

In conclusion, children often imitate inappropriate behaviors and language from characters they see on the

YouTube Kids Channel, including words meant strictly for adults and bad attitudes. This imitation can be concerning as it may influence their behavior negatively. Parents have observed these changes and reported that they do not tolerate such inappropriate behavior or language. They take disciplinary action by explaining to their children why what they did or said was wrong, emphasizing proper behavior and language use. This guidance helps children understand the difference between acceptable and unacceptable behavior, reinforcing positive conduct.

5.2 Discussion

The emergence of YouTube Kids Channels in this modern era has been a huge help to parents in raising their children. YouTube Kids Channel was used as an educational tool by parents. Children learned basic knowledge such as alphabets, numbers, letters, colors, and shapes through the YouTube Kids Channel. They also cultivated interests and skills in a variety of areas, such as dancing and singing, as well as learning English. According to Sidiqui (2019), almost every child who watches YouTube has a positive impact on their learning skills, basic education, English language, and knowledge of the world's new inventions. They've all gained valuable knowledge from YouTube. They could benefit from watching educational videos because they could independently learn different languages. The majority of the children received their preschool education through the use of YouTube videos.

Moreover, parents also used the YouTube Kids Channel as an entertainment tool. When they were busy with household chores, they allowed their children to watch videos from the Youtube Kids Channel in order for them to be entertained and refrain from crying. As a result, parents could maximize their time by doing other tasks. This finding was supported in the study of Elias & Sulkin (2017), where they state that parents also agreed that touchscreen devices were often used as babysitters. When doing housework, they give their children devices to keep them calm; hence, it becomes a digital pacifier or shut-up toy to keep children entertained. A similar finding is also noted in the study of Nikken (2018), where he stated that when a parent is physically absent or preoccupied with other tasks, media can be used as a "babysitter" to keep the child occupied.

In addition, during this pandemic, the YouTube Kids Channel could help parents keep their children indoors and away from COVID-19 exposure. It is stated in the study of Lozano-Blasco et al. (2021) that the current outbreak of COVID-19 has increased children's engagement on the YouTube Kids channel. During this health crisis, YouTube has been structured as a useful ally to help offset the absence of outdoor play. It was also noted in the study of Sidiqui (2019) that nowadays parents consider watching videos to be a more reliable and safe activity for their children due to factors such as unsafe outdoor environments.

YouTube Kids Channel, on the other hand, has resulted in some behavioral changes in children. It was revealed in this study that the YouTube Kids Channel had a negative impact on children's behavior, such as imitating a bad attitude and using inappropriate language. This was closely related to an article by Sidiqui (2019), which says that some children experienced negative effects such as aggressive and violent behavior and imitation of negative characters. The same findings were also established in the study of Kanozia (2019), wherein YouTube videos have an impact to a certain point on instigating violent behavior in every fourth child. However, on a positive note, parents had established different positive ways of dealing with the behavioral changes that occur in their children. Parents noted that they did not tolerate the violent behavior of their children; instead, they disciplined them in a way that explained to them that what they watched was not suitable for their age. They also choose the right video for their children to watch to avoid contents whose characters portray a bad attitude.

6. Conclusion

Parents allow their children to watch videos from the YouTube Kids Channel for a variety of reasons. Some of them use YouTube Kids Channel as an educational tool, a source of entertainment, or a means of safety. Parents are delighted with the positive impact it has had on their children's knowledge and skill development.

Despite the fact that it has a positive impact on their children's development, they are unable to avoid the behavioral changes that it has caused in their children, including imitating negative behavior. On the bright side, parents were able to deal with and manage their children's negative behavior. This study highlights how the YouTube Kids Channel can serve as a modern babysitting tool and provides insights into the behavioral changes in children resulting from watching its videos. By understanding both the positive and negative effects of the YouTube Kids Channel, parents can better manage their children's screen time. This research offers valuable guidance for parents, helping them utilize the educational and entertainment benefits of the platform while addressing any potential negative impacts on their children's behavior.

Funding Details - This work was not supported by any funding agency.

Statement of Declaration - The authors declare that there are no conflicts of interest regarding the publication of this paper.

Acknowledgment - First, I would like to express my gratitude to my thesis adviser, Dr. Teresita T. Rungduin, for her unwavering support, insightful guidance and encouragement throughout my research journey. I am truly grateful for her patience, wisdom, and the countless hours she has invested in helping me achieve my academic goals. Second, to my family who has been my source of strength. Their unwavering support, sacrifices, and encouragement were the reasons why I succeeded in this journey. Lastly, to the Lord Almighty for giving me strength and wisdom throughout my research journey. His presence and guidance are the foundation of my success.

7. References

- Barrow, D. (2017). A Phenomenological Study of the Lived Experiences. *PDXScholar*.
- Burroughs, B. (2017). YouTube Kids: the app economy and Mobile Parenting. *Social Media + Society*, 3(2). <https://doi.org/10.1177/2056305117707189>
- Cepni, A. B., Ledoux, T. A., & Johnston, C. A. (2020). Screen Media: A Powerful Reinforcement. *American Journal of Lifestyle Medicine*.
- Elias, N., & Sulkin, I. (2017). YouTube viewers in diapers: An exploration of factors associated with the amount of toddlers' online viewing. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*.
- Gaymon, D. D. (2015). Operant Conditioning and How it Applies to Parenting. *PennState*.
- Imaniah, I., Dewi, N. K., & Zakky, A. (2020). Youtube Kids Channels In Developing Young Children's Communication Skills in English: Parent's Beliefs, Attitudes, and Behaviors. *International Journal of Language Education and Cultural Review (IJLECR)*, 6(1), 20–30. <https://doi.org/10.21009/ijlecr.061.03>
- Izci, B., Jones, I., Özdemir, T. B., Alktebi, L., & Bakir, E. (2019). Youtube and young children: Research, concerns, and new directions. *ResearchGate*.
- Kanozia, R. (2019). Do Youtube Based Children Channels Impact Parenting? An Exploratory Study. *ResearchGate*.
- Lozano-Blasco, R., Quilez-Robres, A., Delgado-Bujedo, D., & Latorre-Martínez, M. P. (2021). YouTube's growth in use among children 0–5 during COVID19: The Occidental European case. *Technology in Society*, 66, 101648. <https://doi.org/10.1016/j.techsoc.2021.101648>
- Neumann, M. M., & Herodotou, C. (2020). Evaluating YouTube videos for young children. *Education and Information Technologies*.
- Nikken, P. (2018). Parent's Instrumental use of Media in Child Rearing: Relationships with Confidence in Parenting, and Health and Conduct Problems in Children. *Journal of Child and Family Studies*.
- Samaha, M., & Hawi, N. S. (2017). Associations between screen media parenting practices and children's screen time in Lebanon. *Telematics and Informatics*. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S0736585316301071>
- Seo, H., & Lee, C. (2017). Emotion Matters: What Happens Between Young Children and Parents in a Touchscreen World. *International Journal of Communication*.

Siddiqui, A. (2019). A critical look at YouTube videos: Causing behavioral change among children. *SSRN Electronic Journal*. <https://doi.org/10.2139/ssrn.3453417>

Vagle, M. D. (2014). Crafting Phenomenological Research. *CIRS*.

Yasaroglu, C., & Boylu, M. A. (2020). Youtubers' Effect on Children's Values: Parents'. *European Journal of Educational Sciences*.