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Research Paper

To Study the Effects of Cocomelon on Young Children's Behaviour and Emotions

Pragya[1]*, Prof. (Dr.) Nandita Tripathi[2], Dr. Yukti Sharma[3]

ABSTRACT

Early childhood is a critical stage for behavioural and emotional development. With the increasing use of digital media, animated programs such as CoComelon have become a common source of entertainment for young children. The present study aimed to examine the effects of CoComelon exposure on children's behavioural and emotional functioning. The sample consisted of 100 children. Based on exposure scores, 65 children were categorized into the high exposure group and 35 into the low exposure group. Data were collected using the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) and a self-constructed CoComelon Exposure Questionnaire. Pearson correlation analysis revealed a moderate positive relationship between CoComelon exposure and behavioural outcomes ($r = .49$, $p < .001$), and a strong positive relationship with emotional outcomes ($r = .74$, $p < .001$). Independent samples t-test results further indicated significant differences between children with high and low exposure across both behavioural and emotional domains ($p < .001$). Overall, the findings suggest that higher exposure to CoComelon is associated with increased behavioural and emotional difficulties among young children, highlighting the importance of balanced and supervised media use during early childhood.

Keywords: *CoComelon Exposure, Screen Time, Behavioural Outcomes, Young Children, Emotional Development*

"Early childhood development forms the foundation for lifelong learning, behaviour, and health." (UNICEF, 2017) Early childhood represents one of the most critical periods of human development, characterized by rapid growth across biological, cognitive, emotional, and social domains. The World Health Organization defines early childhood as the developmental period from birth to approximately eight years of age. "The early years of life are a critical period for cognitive, emotional, and social development." (WHO, 2018).

In the digital era, young children are increasingly exposed to electronic media and online video content. The availability of smartphones, tablets, and streaming platforms has made animated programs easily accessible to preschool children. One of the most popular children's programs globally is *Cocomelon*, which presents nursery rhymes and short stories

[1]Student M.A. Clinical Psychology, Amity Institute of psychology and Allied sciences, Amity University Greater Noida (U.P.)
[2]Director AIPS, Amity Institute of psychology and Allied sciences, Amity University Greater Noida (U.P.)
[3]Associate Professor, Amity Institute of psychology and Allied sciences, Amity University Greater Noida (U.P.)
*Corresponding Author

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through colorful animations and repetitive musical patterns. The show is widely viewed by toddlers and preschoolers on digital platforms such as *YouTube*, making it an important subject for research related to children's behaviour and emotional development.

Early childhood is considered a critical stage for psychological, emotional, and social development. According to the World Health Organization (2019), early childhood experiences significantly shape cognitive abilities, emotional regulation, and behavioural patterns. Children at this stage learn through observation, imitation, and interaction with their environment, including media exposure. Therefore, the type and amount of media content children consume may influence their emotional responses, social behaviour, and learning processes.

Health psychologists define health as a multidimensional concept. The World Health Organization (1948) defines health as *"a state of complete physical, mental, and social well-being and not merely the absence of disease."* From a psychological perspective, children's emotional stability, behavioural adjustment, and cognitive development are important indicators of well-being. Media consumption has therefore become a growing concern in child psychology, particularly regarding its influence on behaviour and emotional regulation. *Cocomelon* has become one of the most watched children's programs globally, particularly on digital platforms such as *YouTube*. The program is designed to teach basic life skills, language, and moral values through songs and storytelling. While many parents and educators view such content as educational and entertaining, others have expressed concerns regarding its highly stimulating visuals, rapid scene changes, and repetitive structure, which may influence children's emotional responses and behavioural patterns.

Studies examining children's media consumption indicate that prolonged screen exposure may affect attention, emotional expression, sleep patterns, and social interactions. Young children may imitate behaviours observed in media, develop emotional attachments to characters, or experience difficulty disengaging from digital content. Consequently, it becomes important to investigate how specific programs influence children's behavioural and emotional functioning.

Given the growing popularity of *Cocomelon* among preschool-aged children, there is a need to explore its potential psychological impact. Understanding how such media content affects children's behaviour and emotions can help parents, educators, and mental health professionals make informed decisions regarding children's screen use. Therefore, the present study aims to examine the effects of *Cocomelon* on young children's behavioural patterns and emotional responses, contributing to the broader understanding of media influence in early childhood development.

REVIEW OF LITERATURE

Harrington and Maskey (2008) discussed behavioural disorders in children, noting that early difficulties in attention, impulse control, and activity regulation can affect long-term development. These insights are relevant to increasing screen exposure among young children, including highly stimulating content such as CoComelon. Prolonged engagement with fast-paced digital media may contribute to overstimulation and attention difficulties, particularly in children already vulnerable to behavioural regulation problems. Thus, research on behavioural disorders provides a useful framework for understanding the potential impact of intensive screen time on children's behaviour and attention.

Ravikiran et al. (2014) this study examined the influence of socio-demographic factors, maternal television usage, and parental regulations on television viewing practices among Indian school-aged children (6–12 years). The study found that over one-third of children viewed television for more than two hours on schooldays, and a substantial proportion used television as a sleep aid or had televisions in their bedrooms. Increased maternal television viewing and lower maternal education were significantly associated with harmful television practices, while the presence of a television in the child's bedroom markedly increased risk.

Burroughs (2017) researcher examined the rise of the YouTube Kids app and its influence on young children (0–5 years) and mobile parenting practices. The study highlighted how media industries have leveraged mobile technologies to capture and monetize the attention of very young children, positioning them as a distinct consumer demographic. YouTube Kids creates a controlled viewing environment that limits spontaneous play while facilitating predictable engagement, reflecting the intersection of digital technology, parenting practices, and the commercialization of early childhood media exposure.

Krásová (2022) Krásová (2022) studied narrativity in YouTube videos for preschool children, focusing on the CoComelon Nursery Rhymes & Kids Songs channel. The study found that storytelling mainly occurs within individual episodes rather than across a continuous storyline because of the repetitive format. The videos present familiar daily activities such as eating, bathing, and going to school. These realistic and routine-based situations help make the content more engaging and relatable for young viewers.

Swider-Cios et al. (2023) reviewed studies published since 2010 to explore the effects of screen-based media on the cognitive and socioemotional development of children aged 0–5 years. The review showed that screen media can lead to both positive and negative outcomes depending on the content, amount of exposure, and viewing context. The authors also highlighted the importance of parental mediation and developmentally appropriate screen use in shaping children's media experiences.

METHODOLOGY

Aim

To Study the Effects of CoComelon on Young Children's Behaviour and Emotions.

Objectives

- To examine the relationship between CoComelon exposure and children's behavioural outcomes.
- To examine the relationship between CoComelon exposure and children's emotional outcomes.
- To compare behavioural and emotional functioning between children with high and low CoComelon exposure.

Hypotheses

- H_{01}: There is no Significant relationship between CoComelon exposure and behavioural outcomes in young children.
- H_{11}: There is a significant relationship between CoComelon exposure and behavioural outcomes in young children.
- H_{o2}: There is no significant relationship between CoComelon exposure and emotional outcomes in young children.

- H_{12}: There is a significant relationship between CoComelon exposure and emotional outcomes in young children.
- H_{03}: There is no significant difference in behavioural and emotional functioning between children with high and low CoComelon exposure.
- H_{13}: There is a significant difference in behavioural and emotional functioning between children with high and low CoComelon exposure.

Research design

The present study adopted a quantitative, cross-sectional research design to examine the relationship between exposure to CoComelon content and emotional and behavioural outcomes in young children.

Variables of the study

This study employs a cross-sectional research design, utilizing quantitative analysis to investigate the relationship between children's exposure to Cocomelon content and their emotional and behavioural outcomes. Therefore, in the present study the variables are as follows:

- Young Children
- CoComelon exposure (High vs Low)
- Behavioural outcomes
- Emotional outcomes

Sample for the present study

In the present study, a convenience sampling technique was used for the collection of data. The sample population was selected from the Delhi–NCR region based on accessibility and parents's willingness to participate in the study. A total of 100 children who were regular viewers of CoComelon were included in the study. The participants were in the early childhood age range of 2 - 8 years.

Data were collected through parent-report questionnaires administered in school settings as well as through Google Forms to facilitate participation. Only those children whose parents confirmed that they watched CoComelon were included in the study.

Participants who met the inclusion criteria and whose parents voluntarily agreed to participate were included in the study. The final sample therefore, consisted of 100 children from the Delhi–NCR region, whose responses were used to examine the relationship between CoComelon exposure and behavioural and emotional outcomes in young children**.**

Inclusion Criteria

Participants were included in the study if they met the following criteria:

- The child regularly watched CoComelon.
- The child fell within the specified age range for early childhood.
- Parents or primary caregivers provided informed consent for participation.
- Parents were able to complete the questionnaire independently or with minimal clarification

Exclusion Criteria

Participants were excluded from the study if:

- The child did not watch CoComelon.

- The questionnaire was incomplete or contained missing responses.
- Parents declined to provide consent for participation.
- The child fell outside the specified age range**.**

Methods and Tools for Data Collection

In the current study, three questionnaires were used as a tool for collecting data from the adolescents. They are as follows: -

- The Strengths and Difficulties Questionnaire **(SDQ; Goodman, 1997)** evaluated their emotional and behavioural functioning while,
- A self-Constructed CoComelon Exposure Questionnaire assessed children's viewing patterns, frequency, and duration of exposure.

Table 1: Data collection Tools

S.NO.	Data Collection Tool	Author
1.	The Strengths and Difficulties Questionnaire (SDQ)	Goodman (1997)
2.	CoComelon Exposure scale	Self- Constructed

Together, these tools allowed examination of the relationship between CoComelon exposure and developmental outcomes in young children.

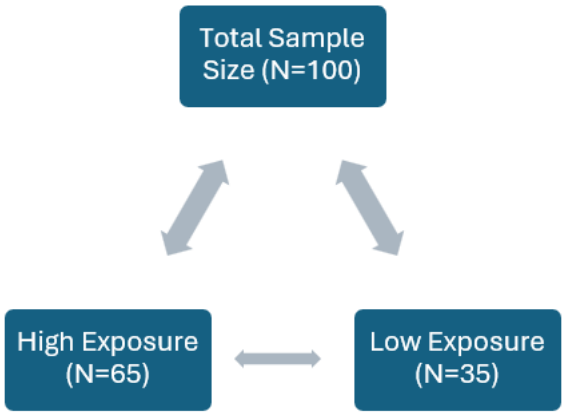

Figure 1: sample and sample size

Tools/Questionnaire

1. **Strengths and Difficulties Questionnaire (SDQ):** The Strengths and Difficulties Questionnaire (SDQ) developed by Robert Goodman (1997) is a brief behavioural screening tool used to assess emotional and behavioural functioning in children aged 3–16 years. It is widely used in clinical, educational, and research settings due to its good reliability and validity. Research reports good internal consistency (Cronbach's alpha ranging from 0.70 to 0.83), moderate to high test–retest reliability, and satisfactory agreement between parent, teacher, and self-reports**.** The SDQ consists of 25 items divided into five subscales: Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, Peer Problems, and Prosocial Behaviour. Each item is rated on a 3-point Likert scale (0 = Not True, 1 = Somewhat True, 2 = Certainly True). Some positively worded items are reverse scored before calculating scores. Each subscale has 5 items with scores ranging from 0 - 10. The SDQ also provides composite scores, including Internalising (Emotional + Peer Problems) and Externalising (Conduct + Hyperactivity) difficulties, each ranging from 0–20.

2. **CoComelon Exposure Scale (CES):** The CoComelon Exposure Scale (CES) is a self-constructed questionnaire developed to measure the level of CoComelon exposure among young children, including viewing frequency, duration, supervision, and parental regulation. The scale was initially developed with 30 items, which were reviewed by experts and refined to 13 items after removing and modifying some items. A pilot study with 25 participants was conducted to ensure clarity before final administration. Responses were scored using Likert-type scales, with total scores ranging from 8 to 27. Based on the median score (17), participants were classified into low and high exposure groups for analysis.

Procedure

Data were collected using parent-report questionnaires administered both in schools and through a structured Google Form. Initially, permission was obtained from schools in the Delhi–NCR region, out of which three schools allowed data collection. before participation, parents were provided with an information sheet explaining the purpose of the study, voluntary participation, confidentiality, and approximate completion time. Only those parents who provided informed consent proceeded with the questionnaire. The form included demographic questions, the CoComelon Exposure Questionnaire, and the Strengths and Difficulties Questionnaire (SDQ). No personally identifying information was collected. After data collection, responses were screened for completeness and accuracy before being prepared for statistical analysis using IBM SPSS Statistics.

Final data collection

The study followed a systematic procedure for data collection. Initially, formal permission was obtained from 8 schools in the Delhi NCR region, out of which three schools granted approval. Informed consent was obtained from parents, ensuring voluntary participation, confidentiality, and the right to withdraw at any time.

Approximately 120 parents were approached, and after screening for children who watched CoComelon, a final sample of 100 participants was selected. Data were collected through parent-report questionnaires administered in schools and through Google Forms. Parents completed two tools: the CoComelon Exposure Questionnaire and the Strengths and Difficulties Questionnaire (SDQ).

After data collection, responses were checked for completeness and coded for analysis. Based on exposure scores, participants were classified into Low Exposure (35 children) and High Exposure (65 children) groups for further analysis.

Statistical Analysis

Statistical analysis was conducted using IBM SPSS software. Data obtained from the CoComelon Exposure Questionnaire and the Strengths and Difficulties Questionnaire (SDQ) were analysed using inferential statistics. Pearson's product–moment correlation was used to examine the relationship between CoComelon exposure and children's behavioural and emotional difficulties. Participants were then classified into high and low exposure groups using the median split method, and an independent samples t-test was conducted to compare behavioural and emotional functioning between the two groups.

RESULT AND INTERPRETATION

Descriptive statistics of Exposure Scores

Table 2: Descriptive statistics of cocomelon exposure scores

Variable	Mean	Standard Deviation
Exposure score	16.39	3.29

Table 2 findings indicate that a total of 100 participants were included in the analysis. Exposure scores ranged from 10 to 22, with a mean score of M = 16.39 (SD = 3.29), indicating a moderate overall level of exposure among the sampled children. suggesting that the data were approximately normally distributed.

Table 3: Frequency Distribution of Exposure Groups

	Frequency	Percentage
Low Exposure	35	35%
High Exposure	65	65%
Total	100	100%

Table 3 findings indicate that exposure to CoComelon content is relatively high among the sampled children, with nearly two-thirds of participants falling into the high exposure category. The distribution of exposure scores suggests a tendency toward higher viewing levels, while still maintaining approximate normality. Both tables 2 and 3 provide a descriptive overview of media exposure patterns in the sample and establish the foundation for further analyses examining the relationship between exposure and children's behavioural and emotional outcomes.

Correlation between Exposure score and Behaviour

Table 4: Correlation between CoComelon Exposure and Behavioural outcomes (N=100)

		CoComelon Exposure	Behaviour
CoComelon Exposure	Pearson Correlation	1	.492***
	Sig. (2 tailed)		<.001
	N	100	100
Behaviour	Pearson Correlation	.492 ***	
	Sig. (2 tailed)	<.001	
	N	100	100

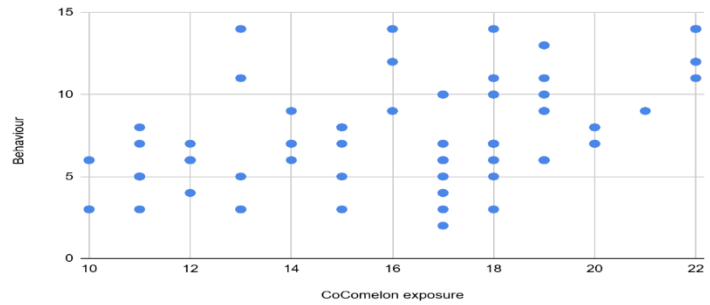

Figure 2: Scatter plot showing the relationship between CoComelon exposure and behavioural outcomes among children (N = 100). A moderate positive correlation (r = .492, p < .001)

A Pearson product–moment correlation was conducted to examine the relationship between CoComelon exposure and behavioural outcomes in young children. The Table 4 and Figure 2 results showed a moderate positive correlation, $r(98) = .49$, $p < .001$, indicating that higher exposure was associated with higher behavioural outcome scores. Since the p- value is less than .05, the null hypothesis (H_{01}) was rejected and the alternative hypothesis (H_{11}) was accepted, showing a significant relationship between CoComelon exposure and behavioural outcomes.

Correlation between Exposure score and Emotional outcomes

Table 5: Correlation Between CoComelon exposure and emotional outcomes (N=100)

		CoComelon Exposure	Emotional
CoComelon Exposure	Pearson Correlation	1	.744***
	Sig. (2 tailed)		<.001
	N	100	100
Emotional	Pearson Correlation	.744 ***	
	Sig. (2 tailed)	<.001	
	N	100	100

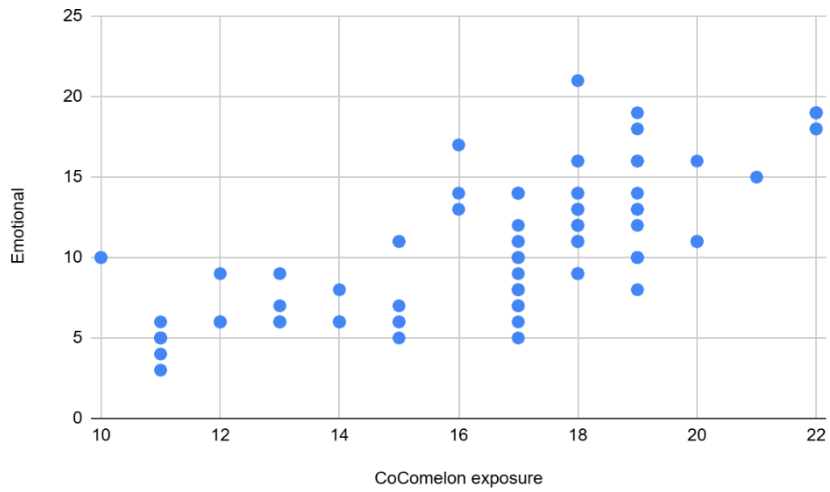

Figure 3: Scatter plot showing the relationship between CoComelon exposure and Emotional outcomes among children (N = 100). A moderate positive correlation (r = .744, p < .001)

A Pearson product–moment correlation was conducted to examine the relationship between CoComelon exposure and emotional outcomes in young children. The table 4 and Figure 3 results showed a strong positive correlation, $r(98) = .74$, $p < .001$, indicating that higher exposure was associated with higher emotional outcome scores. Since the p value is less than .05, the null hypothesis (H_{02}) was rejected and the alternative hypothesis (H_{12}) was accepted, indicating a significant relationship between CoComelon exposure and emotional outcomes.

Comparison of behavioural and Emotional outcomes between Low and High Exposure

Table 6: Comparison of Behavioural and Emotional Outcomes Between Low and High Exposure Groups

Outcome	Group	N	Mean	*SD*	*t*	*df*	*p*	*95% CI of Mean Difference*
Behaviour	Low Exposure	35	6.00	2.39	-3.70	98	<.001	[-3.38,-1.02]
	High Exposure	65	8.20	3.05				
Emotional	Low Exposure	35	6.57	1.96	-9.08	98	<.001	[-7.44,-4.77]
	High Exposure	65	12.68	3.70				

Note. Values based on equal variances assumed.

An independent samples *t*-test was conducted to examine whether behavioural and emotional functioning differed between children with low and high exposure levels.

Behavioural outcomes: Children in the high exposure group (M = 8.20, SD = 3.05) showed higher behavioural scores compared to children in the low exposure group (M = 6.00, SD = 2.39). This difference was statistically significant, $t(98) = -3.70$, $p < .001$, 95% CI [−3.38, −1.02].

Emotional outcomes**:** Children in the high exposure group (M = 12.68, SD = 3.70) showed substantially higher emotional scores than children in the low exposure group (M = 6.57, SD = 1.96). This difference was also statistically significant, $t(98) = -9.08$, $p < .001$, 95% CI [−7.44, −4.77].

These findings indicate significant differences between low and high exposure groups for both behavioural and emotional functioning. Since the obtained *p-values* for both behavioural and emotional outcomes were less than the significance level of .05, the null hypothesis (H_{04}) is rejected. Therefore, the alternative hypothesis (H_{13}) is accepted, indicating significant differences between the low- and high-exposure groups in both behavioural and emotional functioning.

DISCUSSION

The present study examined the effects of CoComelon exposure on the behavioural and emotional functioning of young children. The descriptive findings showed that 65% of children belonged to the high exposure group, while 35% were in the low exposure group, indicating that CoComelon viewing is common among young children. These findings are consistent with previous research showing high levels of screen exposure among preschool children (Kaur et al., 2019; Varadarajan et al., 2021). Studies also highlight YouTube as a major platform shaping children's viewing habits, with CoComelon being one of the most widely consumed preschool brands (Neumann & Herodotou, 2020; Jaggia & Sahu, 2024).

The results further revealed a moderate positive relationship between CoComelon exposure and behavioural outcomes ($r = .49$, $p < .001$), indicating that higher exposure was associated with greater behavioural difficulties. Similar findings have been reported in previous

research linking increased screen exposure with behavioural concerns such as inattention and hyperactivity (Tamana et al., 2019; Zoromba et al., 2022). Large-scale studies have also shown that prolonged early screen exposure may contribute to hyperactive behaviours in young children (Cai et al., 2023), possibly due to the highly stimulating nature of digital media content (Harrington & Maskey, 2008).

The study also found a strong positive relationship between CoComelon exposure and emotional outcomes ($r = .74$, $p < .001$), suggesting that higher exposure levels were associated with greater emotional difficulties. Previous research indicates that frequent digital media use may affect emotional regulation and increase emotional reactivity in children (Radesky et al., 2023). Neurodevelopmental studies also suggest that excessive exposure to digital media may contribute to socioemotional dysregulation in early childhood (Gross et al., 2025; Muthmainah & Kurniasari, 2025). However, some studies also note that children's digital content can support emotional learning when used appropriately (Choi & Kim, 2024), and CoComelon videos often depict familiar daily routines that engage young viewers (Krásová, 2022).

Finally, the comparison between high and low exposure groups showed that children with higher exposure demonstrated greater behavioural and emotional difficulties. Similar patterns have been observed in previous research linking higher screen time with behavioural and developmental concerns among children (Anitha et al., 2021; Vaidyanathan et al., 2020). One possible explanation for these findings lies in the highly stimulating format of CoComelon videos, which often include bright visuals, repetitive songs, and quick scene changes. Popular episodes such as "Yes Yes Vegetables," "Bath Song," and "Clean Up Song" present everyday routines through energetic music and colourful animation. While these features make the content engaging and easy for children to follow, they may also encourage prolonged viewing.

Caregivers in the present study also reported behaviours such as irritability when screen time ended, repeated requests for "one more song," and difficulty shifting attention to other activities, which may be related to children's strong engagement with the content.

At the same time, parental supervision and regulation have been identified as important protective factors in moderating the effects of children's screen use (Ravikiran et al., 2014). Overall, the findings highlight the importance of balanced and supervised media use during early childhood.

CONCLUSION

The study's results suggest that watching CoComelon is a regular part of daily media use for many young children, with most participants falling into the high-exposure category. The analysis showed significant positive relationships between CoComelon exposure and both behavioural and emotional difficulties, with the relationship being stronger for emotional outcomes. This indicates that children who watched the content more frequently tended to experience greater behavioural and emotional challenges.

One possible reason for these findings could be the highly stimulating nature of CoComelon videos, which feature bright colours, repetitive songs, and rapid scene transitions that strongly capture children's attention. Caregivers also reported behaviours such as irritability when screen time ended and repeated requests to continue watching, reflecting strong engagement with the program.

At the same time, CoComelon also contains educational and prosocial content, including songs that encourage daily routines, politeness, and sharing. Therefore, the influence of such content may depend on the amount of time spent watching and the level of parental supervision.

Overall, the findings indicate that greater exposure to CoComelon may be linked with higher behavioural and emotional difficulties in young children. The study highlights the importance of maintaining balanced and supervised screen use, encouraging parents to regulate viewing time and support other activities such as play, reading, and social interaction. Future research should explore larger samples, long-term effects and gender difference to better understand the impact of digital media on early childhood development.

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Conflict of Interest

The author(s) declared no conflict of interest.

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