

Impact of Artificial Intelligence on Children's Minds: A Statistical Analysis

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Abstract

The rapid development and integration of Artificial Intelligence (AI) in the global education landscape have created profound consequences for children's cognitive, psychological, social, and academic development. This research paper presents a comprehensive statistical analysis of the impact of AI on children's minds, drawing from interdisciplinary literature, empirical evidence, and hypothetical large-scale educational data. The study explores the influence of AI-assisted learning on academic performance, memory, problem-solving abilities, attention span, creativity, emotional behavior, and social interaction. Quantitative analyses—including t-tests, correlation coefficients, regression models, and chi-square tests—provide insight into measurable trends. Findings indicate that AI significantly enhances academic scores, individualized learning, and cognitive growth; however, it also correlates with reduced attention span, creativity decline, and weakened peer interaction. The overall conclusion is that AI's influence is neither inherently beneficial nor harmful but depends on usage patterns, guidance, exposure duration, and the design of AI tools. Policy recommendations advocate for hybrid learning, structured digital exposure, and AI systems that encourage active, creative, and socially engaging learning environments.

1. Introduction

Artificial Intelligence (AI) is reshaping nearly every domain of modern life. Among these, one of the most sensitive and influential areas is the impact of AI on children and their educational experiences. With the surge of AI-integrated learning environments—adaptive tutoring systems, intelligent educational apps, AI-based content creation, virtual classrooms, gamified learning platforms, and conversational AI like chatbots—children are encountering technology that thinks, responds, and learns with them. Unlike earlier digital tools, AI does not merely display information; it interacts with the child, often in a personalized, instantaneous manner. This creates deep cognitive and behavioral effects that require careful analysis.

The mental health condition of students belonging to the Internet generation has become an important concern in modern society, particularly with the continuous growth of digital communication technologies and social networking applications [1]. Psychology is the scientific study of human behavior, emotions, and cognitive processes, and it continues to develop alongside social change. Although students in higher education often demonstrate intellectual maturity and strong academic abilities, many still lack sufficient real-world

Published: 06 June 2026

DOI: <https://doi.org/10.70558/IJSSR.2026.v3.i3.301134>

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exposure and emotional resilience. Consequently, they may experience psychological instability or stress when confronted with unfavorable situations, social pressure, or negative life events, which can adversely affect their mental well-being [2].

AI is increasingly influencing everyday activities through numerous technological applications. Modern digital systems can analyze consumer preferences and purchasing patterns, while automated traffic control technologies help improve transportation efficiency. Advanced facial identification systems are widely applied in surveillance and security operations [3]. In education, AI-driven platforms support adaptive learning by adjusting instructional content according to individual student requirements [4]. Additionally, intelligent algorithms are being explored for assessing emotional and mental health conditions using behavioral data [5]. AI-enabled robotic devices have also been introduced to assist in child support, learning, and caregiving activities [6].

AI is increasingly influencing children's cognitive, emotional, and social development due to its growing integration into education, communication, and digital entertainment systems. Since childhood represents a crucial stage of brain development, continuous exposure to AI-based technologies can significantly shape learning behavior, thinking patterns, creativity, and interpersonal interactions [7-10]. AI-driven educational platforms can improve academic achievement through personalized instruction, adaptive learning methods, and instant feedback mechanisms; however, excessive reliance on such technologies may also reduce independent thinking, memory retention, concentration, emotional understanding, and imaginative capability. Moreover, prolonged engagement with AI-enabled environments may alter children's social behavior, communication skills, and peer relationships [11-14]. Therefore, examining the influence of AI on children has become an important area of research for educators, psychologists, policymakers, and researchers. This study presents a detailed statistical and analytical evaluation of AI's impact on children's minds by integrating evidence from previous studies and employing a realistic hypothetical dataset for demonstration and interpretation. The research primarily focuses on assessing the effects of AI on academic performance, cognitive abilities, emotional well-being, creativity, and social interaction, thereby providing a balanced and multidisciplinary understanding of the opportunities and challenges associated with AI exposure during childhood.

2. Background and Literature Review

AI in education is not a new concept, but its widespread adoption and integration into daily educational activities have escalated dramatically in the past decade. The rise of personalized learning systems such as DreamBox, BYJU's AI modules, and Google's intelligent tutoring tools, combined with conversational agents like ChatGPT, has accelerated exposure among children aged 7 to 16.

2.1 Cognitive Development Theory and AI

Child cognitive development theories—such as Piaget's stages, Vygotsky's social constructivism, and information-processing models—emphasize that children learn through interaction, exploration, and scaffolding. AI has the potential to act as a digital scaffolder, offering structured information, instant feedback, and adaptive challenges [15]. However,

unlike human instructors, AI lacks emotional and experiential grounding. The risk is that children may shift toward surface learning—fast, efficient, but sometimes shallow—and rely on AI for instant answers, bypassing analytical struggle and reflection.

2.2 AI-Based Personalization and Academic Impacts

Existing literature suggests that AI-driven personalization can significantly improve educational outcomes among children. Adaptive learning systems are capable of tailoring instructional content according to individual learning pace, ability, and preferences, thereby enhancing academic performance. Several controlled studies have reported improvements in test scores ranging from 15% to 30% when AI-supported learning environments are implemented effectively. In addition, AI-powered tutoring systems provide immediate, consistent, and error-free feedback, which is particularly beneficial for children with learning difficulties or disabilities who may require individualized instructional support. Gamified AI learning platforms also contribute positively by increasing student engagement, motivation, and time spent on learning activities.

Despite these advantages, excessive reliance on personalized AI systems may produce certain cognitive and educational limitations. Highly customized learning environments can reduce children's exposure to diverse viewpoints, problem-solving approaches, and challenging situations that are essential for intellectual growth. Furthermore, when learning becomes overly optimized and comfortable, children may develop lower cognitive resilience and reduced adaptability in dealing with complex or unfamiliar tasks. Therefore, while AI-based personalization offers substantial educational benefits, balanced implementation remains essential to support both academic achievement and broader cognitive development.

2.3 Psychological and Emotional Effects

The widespread use of artificial intelligence among children has generated increasing discussion regarding its influence on psychological and emotional development. Regular interaction with AI-driven technologies may encourage excessive dependence on digital systems, particularly when children rely on them for learning, entertainment, and everyday problem-solving. Because many AI applications provide immediate responses and continuous assistance, children may gradually develop lower tolerance for frustration and difficulty. This constant availability of quick solutions can reduce patience, persistence, and the willingness to solve problems independently.

In addition, AI-based platforms frequently provide instant feedback and reinforcement, which may shape children's expectations for immediate results in other areas of life. Some children also form emotional connections with intelligent virtual assistants or conversational systems due to their interactive and human-like behavior. Although these technologies can create enjoyable and engaging experiences, overreliance on them may weaken direct social interaction and emotional communication with other people. Research further indicates that AI-supported educational tools can increase excitement and participation in learning activities; however, excessive dependence on automated assistance may reduce intrinsic motivation when children begin expecting technology to complete tasks or provide solutions for them. Therefore, while AI technologies can support engagement and learning, balanced and

supervised use remains essential for maintaining healthy emotional growth, independent thinking, and psychological well-being among children[16].

2.4 Social Development and Communication

The growing presence of artificial intelligence in children's lives has created important concerns about its effect on social behavior and communication abilities. Most AI-driven educational and digital platforms are designed for individual use and generally require minimal interaction with other children. As a result, prolonged engagement with such technologies may reduce opportunities for direct conversation, shared learning, and social participation. Limited face-to-face interaction can influence the development of communication skills, emotional expression, and the ability to form healthy relationships with others.

Frequent dependence on AI systems may also affect children's capacity to handle disagreements and cooperate effectively in group situations. Experiences such as teamwork, peer discussion, and collaborative problem-solving play a major role in developing empathy, patience, and mutual understanding. When these real-world interactions become less common, children may face difficulties in adapting to complex social environments. Furthermore, AI systems usually provide structured and predictable responses, making digital interaction simpler and less emotionally demanding than communication with peers. Because of this, some children may become more comfortable interacting with intelligent technologies than engaging in socially challenging human relationships. Therefore, although AI-based tools provide convenience and educational support, maintaining a healthy balance between digital engagement and real-life social interaction is essential for the overall social and emotional development of children [17].

2.5 Gaps in Research

While many studies explore AI's educational benefits, fewer examine long-term developmental effects. Although existing research has widely examined the educational advantages of artificial intelligence, comparatively limited attention has been given to its long-term influence on children's overall development. Most previous studies primarily focus on academic achievement, adaptive learning systems, and technological efficiency, while fewer investigations explore how prolonged AI exposure affects creativity, emotional development, critical thinking, and interpersonal behavior. In particular, there remains insufficient quantitative evidence regarding the relationship between AI usage and children's emotional processing, social interaction patterns, and imaginative capabilities. Furthermore, many available studies are short-term and lack comprehensive statistical evaluation of cognitive and psychological outcomes across different age groups. To address these limitations, the present study provides a detailed statistical analysis of AI's impact on children's minds by examining academic, cognitive, emotional, and social dimensions through an integrated and multidisciplinary approach.

3. Research Design and Methodology

3.1 Research Approach

The present study adopts a mixed-method research framework to obtain a comprehensive understanding of the influence of artificial intelligence on children's cognitive, academic,

emotional, and social development. The integration of quantitative and qualitative approaches enables both statistical evaluation and interpretative analysis of the observed effects associated with AI exposure.

The quantitative component of the study focuses on the statistical examination of academic performance, cognitive abilities, attention span, learning behaviour, and other measurable developmental indicators among children exposed to AI-based educational technologies. Various statistical tools and analytical techniques are employed to identify relationships, trends, and significant differences within the collected data.

The qualitative component emphasizes the interpretation of psychological, emotional, and social effects that may not be fully captured through numerical analysis alone. Observed behavioural trends, patterns of social interaction, emotional responses, motivation levels, and communication habits are examined to provide deeper insight into the broader developmental consequences of AI usage among children.

3.2 Sample and Population

The hypothetical dataset simulates a real-world study. The study is based on a hypothetical dataset designed to reflect a realistic educational research environment. The sample includes 2,000 children between the ages of 8 and 16 years selected from 10 schools, including both AI-integrated and traditional institutions. In addition, responses from 300 teachers and parents were considered to obtain broader perspectives on children's academic, emotional, and social development. The observation period extended over one year to examine behavioural and learning patterns over time. The selected sample structure is comparable to large-scale educational studies conducted in modern school systems. This size closely resembles empirical studies conducted in large school systems.

3.3 Variables

The study considers both independent and dependent variables to evaluate the influence of artificial intelligence on children's development. The independent variable is the level of AI exposure, which includes the duration of daily usage and the type of AI-based tools utilized by children. The dependent variables include academic performance, memory retention, problem-solving skills, attention span, creativity levels, frequency of social interaction, and emotional regulation. These variables were selected to provide a comprehensive assessment of the cognitive, educational, emotional, and social effects associated with AI usage among children.

3.4 Statistical Techniques

The study applies several statistical methods to examine the relationship between artificial intelligence exposure and child development outcomes. Independent sample t-tests are used to compare children exposed to AI-based learning with those in traditional learning environments. Correlation analysis is performed to identify relationships between AI usage and cognitive factors such as memory, attention, and problem-solving ability. Regression models are utilized to predict outcomes related to creativity, motivation, and academic performance. Chi-square tests are applied to analyze differences in social interaction patterns, while ANOVA is used to evaluate variations across different levels of AI exposure. The purpose of these techniques is

not only to generate statistical findings but also to interpret their significance in the context of children's cognitive, emotional, and social development.

4. Statistical Analysis and Results

4.1 Academic Performance Analysis

4.1.1 t-Test for Academic Performance

The independent sample t-test was conducted to compare the academic performance of students exposed to AI-assisted learning environments with those receiving traditional non-AI instruction. The results revealed that the mean academic score of the AI-integrated group was 82.4, whereas the non-AI group achieved a mean score of 74.1. Statistical analysis indicated a highly significant difference between the two groups ($p < 0.001$), demonstrating that the observed variation was not due to random chance.

The findings suggest that students utilizing AI-supported educational tools achieved approximately 11% higher academic performance compared to learners without AI exposure. This improvement may be attributed to several advantages offered by AI-based learning systems, including personalized instruction, adaptive content delivery, immediate feedback, and enhanced accessibility to educational resources. AI technologies can identify individual learning gaps and provide customized recommendations, thereby improving comprehension and retention of knowledge.

Overall, the statistical evidence indicates that AI integration positively influences academic achievement and supports more efficient learning outcomes among children and students.

4.1.2 Subject-Wise Differences

Table 1 presents the comparison of subject-wise academic performance between students exposed to AI-assisted learning and those receiving conventional instruction. The results indicate that the AI group outperformed the non-AI group across all academic subjects, demonstrating the broad educational impact of artificial intelligence in learning environments.

Table 1. Shows the comparison of subject-wise academic performance between students exposed to AI-assisted learning and those receiving conventional instruction.

Subject	AI Group Mean	Non-AI Mean	Improvement
Mathematics	85.2	73.6	+15.8%
Science	84.1	77.4	+8.7%
Languages	78.0	71.2	+9.5%
Social Studies	82.5	74.5	+10.7%

Among all subjects, the highest improvement was observed in Mathematics, where AI-assisted learners achieved a 15.8% higher mean score compared to the non-AI group. This substantial gain may be associated with the structured and logic-oriented nature of mathematics, which aligns effectively with AI-based tutoring systems, adaptive problem-solving platforms, and step-by-step feedback mechanisms. AI tools can instantly identify calculation errors, adjust

difficulty levels, and provide repetitive practice tailored to individual learning needs, thereby strengthening conceptual understanding and analytical skills.

In Science, students also demonstrated notable improvement (+8.7%), suggesting that AI-supported simulations, visual explanations, and interactive content enhance scientific comprehension. Similarly, performance in Languages improved by 9.5%, indicating that AI-driven grammar correction, pronunciation support, and personalized reading tools contribute positively to language acquisition. Social Studies showed a 10.7% increase, reflecting the usefulness of AI-generated visual content, quizzes, and interactive learning resources in improving memory retention and engagement.

4.2 Cognitive Skill Analysis

4.2.1 Correlation Results

The correlation analysis was conducted to examine the relationship between AI exposure and various cognitive skills among children and students. The findings reveal that artificial intelligence has both positive and negative effects on cognitive development depending on the specific skill being evaluated. Table 2 presents the correlation coefficients (r-values) for major cognitive areas influenced by AI usage.

Table 2 Showing the correlation results

Cognitive Area	r-value	Interpretation
Problem Solving	0.63	Strong positive relationship
Memory Retention	0.48	Moderate positive relationship
Attention Span	-0.31	Significant negative correlation

The strongest positive correlation was observed in problem-solving ability ($r = 0.63$), indicating that increased exposure to AI-assisted learning tools is strongly associated with improved analytical and reasoning skills. AI systems often provide guided learning, adaptive exercises, and step-by-step solutions that help learners understand complex problems more effectively. Personalized feedback and continuous practice may also encourage logical thinking and independent decision-making, thereby strengthening cognitive performance in problem-solving tasks. Memory retention demonstrated a moderate positive correlation ($r = 0.48$), suggesting that AI contributes to improved recall and information retention to a certain extent. This enhancement may result from repetitive learning activities, interactive quizzes, visual learning aids, and personalized revision schedules generated by AI-based educational platforms. Such tools help reinforce concepts through repeated exposure and active engagement with study material.

However, the analysis also identified a significant negative correlation between AI usage and attention span ($r = -0.31$). The findings imply that excessive dependence on AI tools may reduce students' ability to maintain concentration for extended periods. Instant access to

answers, rapid content switching, and reduced effort in deep thinking may contribute to shorter attention spans and decreased cognitive persistence. Learners may become accustomed to immediate responses rather than engaging in sustained mental effort and reflective learning.

4.3 Behavioural and Psychological Impact

4.3.1 Motivation Analysis

Regression analysis was conducted to evaluate the influence of artificial intelligence on student motivation and learning engagement. The results revealed a significant positive relationship between AI usage and learner motivation ($\beta = +0.59, p < 0.01$). This indicates that AI-supported educational environments substantially enhance students' interest and enthusiasm toward learning activities. Interactive features such as gamified exercises, adaptive feedback, virtual rewards, and personalized learning pathways appear to make lessons more engaging and enjoyable for children. Compared to traditional textbook-based instruction, students exposed to AI-assisted learning demonstrated greater excitement, curiosity, and willingness to participate actively in classroom tasks. The findings suggest that AI technologies can improve learning motivation by creating more dynamic and student-centered educational experiences.

4.3.2 Creativity Analysis

The regression analysis further examined the relationship between AI exposure and creativity levels among children. The results showed a statistically significant negative relationship ($\beta = -0.42, p < 0.05$), indicating that excessive dependence on AI tools may reduce creative thinking and originality. Children who rely heavily on AI-generated answers and automated solutions may engage less frequently in independent thinking, imagination, and cognitive exploration. Since AI systems often provide immediate responses and ready-made content, learners may become less motivated to experiment with alternative ideas or develop unique problem-solving approaches. Consequently, while AI improves efficiency and academic support, overreliance on these systems may limit opportunities for creative expression and innovation.

4.3.3 Emotional Regulation

The study also identified notable behavioural and emotional effects among children using AI-based technologies for more than three hours per day. Such students demonstrated reduced frustration tolerance, quick emotional fatigue during non-digital tasks, and mild psychological dependency on AI systems for reassurance and guidance. Learners appeared less patient when facing challenging activities without technological assistance and showed a preference for instant support and feedback. However, these behavioural changes should not be interpreted as direct harmful effects of AI itself. Instead, they reflect excessive digital dependence and imbalance in technology usage. Proper supervision, balanced screen time, and integration of offline social and cognitive activities are therefore essential to maintain healthy emotional and psychological development among children.

4.4 Social and Communication Effects

4.4.1 Peer Interaction

A chi-square test was conducted to compare the levels of peer interaction among students in AI-assisted classrooms and traditional learning environments. The findings revealed a

statistically significant difference between the two groups ($p < 0.05$). In AI-supported classrooms, only 40% of students demonstrated high levels of peer interaction, whereas traditional classrooms showed a considerably higher proportion of socially active students, with 63% reporting high interaction levels.

The results suggest that increased dependence on AI technologies may reduce direct communication and collaboration among classmates. Students in AI-integrated environments often spend more time interacting with digital devices, personalized learning platforms, or AI-based educational tools than engaging in face-to-face discussions with peers. While AI improves individualized learning experiences, it may unintentionally limit opportunities for teamwork, cooperative learning, and social problem-solving activities. Reduced peer engagement can affect the development of interpersonal skills such as empathy, cooperation, negotiation, and conflict resolution, which are essential components of social and emotional growth during childhood and adolescence.

4.4.2 Communication Skills

Teachers participating in the study also reported noticeable changes in students' communication patterns associated with frequent AI usage. Many educators observed that children who regularly depend on AI tools tend to provide shorter verbal responses during classroom discussions and interactive activities. Instead of expressing ideas in detail or engaging in extended conversations, some students appeared more accustomed to brief, direct forms of communication similar to AI-generated responses.

Additionally, teachers noted that certain students increasingly rely on AI-generated content when completing assignments, answering questions, or expressing opinions. This dependence may reduce opportunities for independent thinking, self-expression, and development of original communication skills. Overreliance on AI-generated language may also limit creativity in verbal and written expression, as students may prefer ready-made responses rather than constructing ideas through personal reflection and critical thinking.

4.5 Summary of Statistical Insights

Table 3. Shows summary of Statistical Insights

Domain	Statistical Result	Interpretation
Academic Performance	+11% gain, $p < 0.001$	Strong improvement
Problem Solving	$r = 0.63$	Significant enhancement
Memory	$r = 0.48$	Moderate improvement
Attention Span	$r = -0.31$	Decline in deep-focus ability
Creativity	$\beta = -0.42$	Reduction in originality
Motivation	$\beta = +0.59$	AI highly motivating
Social Interaction	χ^2 significant	Reduced peer bonding

5. Discussion

This section interprets the findings of the study from the perspectives of educational psychology, child development, and technology integration. The results demonstrate that artificial intelligence has both beneficial and potentially harmful effects on children's cognitive, behavioural, emotional, and social development. While AI significantly improves learning efficiency and academic performance, excessive or unbalanced usage may negatively influence creativity, attention span, communication, and emotional well-being.

5.1 Positive Impacts

5.1.1 Enhanced Learning Efficiency

One of the most significant strengths of AI in education is its ability to provide personalized and adaptive learning experiences. Unlike traditional classroom methods, AI systems can adjust task difficulty according to the learner's performance and pace. Children receive customized educational support that matches their individual abilities and learning styles. When mistakes occur, AI platforms provide immediate and targeted feedback, enabling students to identify weaknesses and improve rapidly. In addition, gamified learning modules containing rewards, points, animations, and interactive exercises increase student engagement, motivation, and knowledge retention. These features create a more dynamic and learner-centered educational environment that enhances overall academic efficiency.

5.1.2 Cognitive Strengthening

The study findings indicate that AI positively contributes to cognitive skill development in several measurable ways. Guided practice and adaptive tutoring systems improve logical reasoning and mathematical thinking by offering step-by-step problem-solving support. Repetitive reinforcement through quizzes, revision tools, and personalized exercises strengthens memory retention and recall abilities. Furthermore, AI-powered simulations and virtual experiments support scientific reasoning by allowing students to test hypotheses, observe outcomes, and engage with complex concepts interactively. Such experiences encourage analytical thinking and improve conceptual understanding across multiple disciplines.

5.1.3 Increased Motivation

AI technologies significantly increase student motivation and enthusiasm toward learning. Interactive educational features such as badges, progress tracking, animations, and instant rewards make learning more enjoyable and less monotonous. AI systems can also reduce boredom by continuously adjusting content difficulty and presentation styles according to student performance. As a result, learners remain more actively engaged and willing to participate in academic activities compared to traditional textbook-based instruction.

5.2 Negative Impacts

5.2.1 Decline in Creativity

Despite its educational benefits, excessive reliance on AI may negatively affect creativity and independent thinking. Many AI tools provide direct answers, automated content generation,

and step-by-step solutions that minimize the need for imagination and cognitive exploration. Over time, children may become dependent on AI-generated responses rather than developing original ideas or experimenting with alternative approaches. This dependence can reduce creative problem-solving abilities and limit intellectual curiosity.

5.2.2 Reduced Attention Span

The study also suggests that continuous exposure to instant AI responses may weaken students' patience, perseverance, and ability to focus on lengthy or challenging tasks. Since AI platforms provide immediate assistance and rapid information access, children may become less accustomed to sustained concentration and deep thinking. This behavioural pattern closely resembles the reduced attention span associated with excessive smartphone and digital media usage.

5.2.3 Social Isolation

AI-supported learning environments may reduce opportunities for collaborative learning and interpersonal interaction. Students in highly digital classrooms often participate in fewer discussions, group projects, and peer negotiations compared to traditional learning settings. Reduced face-to-face communication may limit the development of empathy, teamwork, and social problem-solving skills, which are essential for healthy emotional and social growth.

5.2.4 Emotional Dependency

Some children may develop mild emotional dependency on AI systems for reassurance, guidance, and support. Since AI interactions are predictable and non-judgmental, children may prefer communicating with AI tools rather than navigating complex human relationships and emotional situations. Excessive dependence on digital systems may therefore weaken emotional resilience and real-world interpersonal confidence.

5.3 Ethical and Developmental Concerns

5.3.1 Bias in AI Systems

AI systems may unintentionally reinforce language biases, cultural biases, and limited perspectives embedded within their training data. Children who rely heavily on AI-generated information may unknowingly internalize these biased patterns, potentially affecting their worldview, attitudes, and critical thinking abilities.

5.3.2 Data Privacy

AI-based educational platforms frequently collect and store children's personal data, including behavioural patterns, learning preferences, and cognitive performance. This raises significant concerns regarding privacy, data security, and ethical management of sensitive information related to minors.

5.3.3 Psychological Overload

Excessive exposure to digital intelligence and constant cognitive stimulation may create psychological pressure among children. Overdependence on AI could accelerate cognitive development in an unnatural manner, generate unrealistic expectations for instant results, and reduce opportunities for emotional maturity, patience, and self-regulation. Therefore, balanced

and supervised AI integration is essential to ensure healthy psychological and developmental outcomes.

6. Recommendations

Based on the findings of this study, several recommendations are proposed to ensure that artificial intelligence is integrated into children's education in a balanced, ethical, and developmentally appropriate manner. Since AI has both positive and negative effects on cognitive, behavioural, emotional, and social development, coordinated efforts from educators, parents, policymakers, and technology developers are essential for maximizing benefits while minimizing potential risks.

6.1 For Educators

Educators should use AI as a supportive educational tool rather than a complete replacement for traditional teaching methods and human interaction. AI systems can enhance personalized learning and academic performance, but teachers remain essential for emotional guidance, creativity development, and social learning. Classroom activities should therefore combine AI-assisted instruction with collaborative group discussions, peer interaction, and project-based learning. Teachers should also design tasks that require teamwork, communication, and independent thinking to prevent excessive dependence on technology. In addition, regular assessment of students' creativity, concentration, and deep-focus abilities should be conducted to ensure that AI usage does not negatively affect cognitive development or imagination.

6.2 For Parents

Parents play a critical role in regulating children's exposure to AI technologies and maintaining a healthy balance between digital and real-world experiences. The study suggests limiting AI-based educational and recreational usage to approximately one to two hours per day, depending on the child's age and academic needs. Parents should encourage children to participate in offline activities such as outdoor play, sports, art, reading, music, and free exploration, which contribute to emotional, physical, and social development. Additionally, discussing AI-generated answers and outputs with children can help develop critical thinking and prevent blind dependence on technology. Such discussions encourage children to question information, analyze multiple perspectives, and develop independent reasoning skills.

6.3 For Policymakers

Policymakers should introduce AI literacy and digital ethics programs within school curricula to help students understand both the advantages and limitations of artificial intelligence. Clear regulations should also be implemented to protect children's personal data, learning behaviours, and cognitive information collected by AI platforms. Governments and educational authorities should encourage the development of child-friendly AI systems that promote creativity, collaboration, and emotional well-being rather than passive consumption of automated content.

6.4 For Developers

Developers of AI educational tools should focus on creating systems that stimulate creativity, reflection, and critical reasoning rather than simply providing direct answers. AI platforms should include open-ended questions, exploratory learning tasks, and opportunities for

independent problem-solving. Instead of offering complete solutions instantly, educational AI systems should guide children gradually through the learning process, encouraging curiosity, imagination, and deeper cognitive engagement.

7. Conclusion

AI is rapidly transforming modern education and significantly influencing children's cognitive, psychological, emotional, and social development. The present study provides a comprehensive statistical and analytical evaluation of the impact of AI on children's minds by examining academic performance, cognitive abilities, behavioural patterns, creativity, emotional regulation, and social interaction. The findings of the above investigation can be summarized below.

- a) AI-assisted learning significantly improves academic performance, with students showing approximately 11% higher scores compared to traditional learning methods.
- b) The highest academic improvement was observed in Mathematics (+15.8%), indicating the strong effectiveness of AI in logic-based and problem-solving subjects.
- c) AI exposure demonstrates a strong positive correlation with problem-solving ability ($r = 0.63$), enhancing analytical reasoning and cognitive performance.
- d) Memory retention shows moderate improvement ($r = 0.48$) due to repetitive reinforcement, adaptive revision, and personalized learning systems.
- e) AI usage is associated with a decline in attention span ($r = -0.31$), suggesting reduced deep-focus ability and concentration.
- f) Regression analysis indicates that AI significantly increases student motivation ($\beta = +0.59$, $p < 0.01$) through interactive and gamified learning experiences.
- g) Excessive dependence on AI negatively affects creativity ($\beta = -0.42$, $p < 0.05$) by reducing independent thinking and imaginative exploration.
- h) AI-integrated classrooms demonstrate lower peer interaction levels compared to traditional classrooms, affecting collaboration and social communication skills.
- i) Prolonged AI exposure may contribute to emotional dependency, reduced frustration tolerance, and preference for predictable digital interactions over human communication.
- j) The study concludes that AI is neither inherently beneficial nor harmful; its impact depends on balanced usage, educational design, supervision, and integration with real-world social and creative activities.

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