

**HOMEMAKER MOTHERS' PERCEPTION AND PRACTICE ON
SELF- REGULATION
OF CHILDREN AGE 3-5 IN COVID-19 SCENARIO**

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A thesis submitted to Brac Institute of Educational Development in partial fulfillment
of the requirements for the degree of
Master of Science in Early Childhood Development

Brac Institute of Educational Development
Brac University
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Declaration

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

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Ethics Statement

Title of Thesis Topic: Homemaker Mothers' Perception and Practice on Self-regulation of Children age 3-5 in COVID-19 Scenario

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1. Source of population: Homemaker mothers who have children age 3-5 years old
2. Does the study involve (yes, or no) No
 - a) Physical risk to the subjects (No)
 - b) Social risk (No)
 - c) Psychological risk to subjects (No)
 - d) discomfort to subjects (No)
 - e) Invasion of privacy (No)
3. Will subjects be clearly informed about (yes or no): (Yes)
 - a) Nature and purpose of the study (Yes)
 - b) Procedures to be followed (Yes)
 - c) Physical risk (Yes)
 - d) Sensitive questions (Yes)
 - e) Benefits to be derived (Yes)
 - f) Right to refuse to participate or to withdraw from the study (Yes)
 - g) Confidential handling of data (Yes)
 - h) Compensation and/or treatment where there are risks or privacy is involved (Yes)
4. Will Signed verbal consent for be required (yes or no) (Yes)
 - a) from study participants (Yes)
 - b) from parents or guardian (Yes)
 - c) Will precautions be taken to protect anonymity of subjects? (Yes)
5. Check documents being submitted herewith to Committee: (Yes)
 - a) Proposal (Yes)
 - b) Consent Form (Yes)
 - c) Questionnaire or interview schedule (Yes)

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Executive Summery

Due to the COVID-19 pandemic, children's self-regulation skill is being hampered. The importance of self-regulation is compulsory, as the behaviours, attitudes and habits developed in pre-school years appear to persist. Due to the COVID-19, the schools are closed for a long time as a result of which the children are in a bad mood, irritable and fussy because of home confinement. Suddenly, homemaker mothers had to handle their kids at home 24 hours a day. In the COVID-19 scenario, the study examined the expectations and practices of homemaker mothers concerning self-regulation of their 3-5-year-old kids.

The study is a qualitative study conducted on 7 homemaker mothers. The data has been collected through in-depth interviews and group discussions over phone calls with the mothers.

The research findings disclosed that mothers have a good idea about self-regulation but they have been struggling to self-regulate their children in this COVID-19 situation. Their preschool children are experiencing problems with daily routine changes, less physical activities, various signs of mental illness which includes depression, stress, short temper, insomnia, and boredom. Many mothers have taken some vital measures to self-regulate certain emotion and behavior skills and also adopted different strategies to enhance the attention skills and thinking skills. They think that due to COVID-19, multiple problems and family inability affect children's self-regulation skills; sometimes, due economic issues and mental stress, children have to take the punishment instead of proper self-regulation.

Keywords: Homemaker mothers, children 3-5 years age, self-regulation, COVID-19 scenario

Dedication

To all of my ECD mates, my caregivers, my only one daughter Airah and my husband

Acknowledgement

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Table of Contents

Declaration	ii
Approval	iii
Ethics Statement	iv
Executive Summary	v
Dedication (Optional)	vi
Acknowledgement	vii
Table of Contents	viii
List of Acronyms	x
Chapter I Introduction & Background	1
Introduction	1
Statement of the Problem	2
Purpose of the study	4
Significance of the study	4
Chapter II Literature Review	9
Chapter III Methodology	20
Research Participants.....	20
Research Site	20
Research Approach	20
Data Collection Methods.....	21
Sampling Procedure	22
Data Analysis.....	23
Ethical Issues	23

Validity & Reliability.....	24
Limitations of the Study.....	24
Chapter IV Results & Discussion.....	25
Results	25
Discussion.....	44
Conclusion.....	54
Recommendations.....	55
References	57
Appendix A.	67
Appendix B.	71
Appendix C.....	74

List of Acronyms

CNN	Cable News Network
COVID-19	Corona Virus Disease 2019
ECD	Early Childhood Development
GD	Group Discussion
H1N1	Influenza A virus
IDI	In-depth Interview
ICDDR	International Centre for Diarrheal Disease Research
MOE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
NGO	Non-government organization
NIMH	National Institute of Mental Health
SARS-CoV-2	Severe acute respiratory syndrome coronavirus 2
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nation
WHO	World Health Organization

Chapter I

Introduction & Background

Introduction

The capacity to understand and control the attitudes and responses is self-regulation. Self-regulation is the control of oneself by oneself (Bell, 2016). This is particularly important for young children and preschool students because self-regulation allows our kids to control impulses in a socially appropriate way (Ackerman, 2020). Through warm and sensitive relationships, children learn self-regulation. It begins when children are infants, and it grows most during childhood and preschool years. According to Morin (2014), it's simply a range of skills, whole set of abilities. The capacity to regulate something a behavior, a thinking, an emotion, reaction or a sensation and focus, is at the core of these skills. These skills develop gradually, so it is noteworthy that adults hold developmentally appropriate expectations for children's behavior (Florez, 2011). In preschool, pupils build their self-regulation with the help of mothers and caregivers (Cooper, 2007). Mothers are life-givers. They are the ones who are there to hold children's hands when children take their first steps; they help children understand the world around them, but most of all, mothers play the role of a child's first teacher (Kalita, 2019). According to Team (2016), as parents or mothers, the emphasis appears to be on teaching our children safe ways to handle their emotions. Thus, mothers teach how to calm children's breathing, slow down their thoughts, and release explosive emotions in positive outlets, such as drawing or taking a walk (Miller, 2018). So, parents' perception of children's self-regulation is so important.

Today, the Coronavirus has stunned the world, and existence has been made unbalanced, unstable, and static. It has made all the dreams of reality, wishes, tastes,

and expectations futile and low (UNICEF, 2020). So, there are overwhelmingly frustrated and scared adolescents, teenagers, young people, and all sorts of scum. Mother's perceptions are defined as mothers' thoughts regarding self-regulation in the COVID-19 situation regarding how important they are to their children's self-regulation in the COVID-19 scenario. According to research by UNICEF and the World Health Organization (2020), pro-long lockdown has a massive impact on the mental health of children. A recent World Vision (2020) survey revealed that 91 percent of children are under stress and cannot self-regulate properly due to Coronavirus's global epidemic. Thus, knowledge of mothers' perceptions and practices is essential to know for further understanding of how to most effectively include self-regulation skills in the learning process of children age 3-5 years.

Statement of the Problem

In December 2019, the COVID-19 global outbreak spreading from Wuhan, China, is mainly a health issue. The economy, social, political, and educational processes would have an influence and so, many nations have a freeze, a suspension, a ban on social security to eliminate its detrimental consequences (Anwar, et al., 2020).

For a long time, schools have been closed, and there is a robust mental response among the students. The lockdown influenced students who weren't able to attend classes. The pre-school-going children may get very irritable and fussy due to constant school disruptions. They were not able to handle themselves because of their endless stay at home.

World Health Organization (2020) and the UNICEF (2020) have studied the enormous impact of prolonged lockdowns on children's mental welfare. Like any other country, Bangladesh announced an indefinite closure of schools as the first step in fighting the

Pandemic (MoPME & MoE, 2020). In the spirit of a holiday, an extended holiday quickly turned out to be a bag of chaos for a moment, and both of them are now in total confusion as to whether more children can be provided back to school (Hossain, et al., 2020). Parents in a lockdown situation are still overwhelmed by children. According to the American Psychological Association (2020), many children and adults are struggling with self-regulation, finding it difficult to stay motivated and focused on schoolwork without the classroom structure. Children in quarantine reported various signs of mental illness, and it includes depression, stress, a short temper, insomnia, boredom, mental disturbances, and self-regulation problem (Shaw, 2020). But children in 3-5 age is very vulnerable because this age is very vital for socio-emotional development that makes it important to teach self-care and practice strategies of self-regulation with preschoolers (Ashiabi, 2020).

In keeping with that, a recent paper by Moroni et al., (2020) estimates that socio-emotional skills have become more unequal. Child's socio-emotional skills include their mental health, wellbeing, and behaviours more generally. Hence, a possible outcome of the COVID-19 Pandemic is that psychological issues in children will get enlarged if the home environment is stressful.

Similarly, American Academy of Pediatrics (2020) reinforces that fear, uncertainty, and holding up at home to slow the spread of COVID-19 can make it challenging for mothers to keep a sense of calm. But it's important to help children feel harmless, keep healthy routines, manage their behaviours, and build resilience and self-regulation skills. To know mothers' perception and practice of self-regulation skills of their 3 to 5 years old children in this COVID-19 situation, need to know their daily experience and support practicing children's self-regulation in COVID-19 situation.

Purpose of the Study

The purpose of this study is to know about the homemaker mothers' perception of their 3 to 5 years old children's self-regulation skills and how mothers experience and support their children in practicing self-regulation in this COVID -19 situation, especially helping to gain attention, control impulsive behaviours, and ensure socio-emotional development during this Pandemic.

These preschool age 3-5years are rapid-developing years in a child's life. The first five years is a significant period to ensure the child's development is the best it can be, and whatever is done or not done will affect the child throughout his/her life (Tomlinson, 2015). In keeping with Bee (1992), it is a time of strength of action and behaviours that the parents may see as aggressive. So it's vital to know how mothers foster their children's self-regulation skills. Numerous studies have been conducted examining the impacts of COVID-19. An online survey was administered to 245 mothers with preschool children (from 2 to 5 years) in Italy. Mothers were asked to fill the study thinking on their habits, behaviours, and emotions and those of their children during the quarantine and retrospectively before the national lockdown (Spinelli, et al., 2020). This study is beneficial for making children policy. This study proposes to see how mothers' perceptions affect and support the self-regulation skills of their children.

Significance of the Study

The world has been disturbed by the emergence of a novel Coronavirus (referred to as COVID-19), which continues to wreak havoc worldwide, and it has been characterized as a global pandemic (WHO, 2020). The role of parents is important for the proper development of the child. In this Pandemic, parents are not stable at all, so children's behaviours become disrupted. A research on parents and children who were quarantined

during the H1N1 influenza in 2009 found that the high-stressful isolation increased parents' psychological distress that in turn had an impact on their children's well-being (Sprang and Silman, 2013) (as cited in Morelli et al., 2020).

So, it is needed to know how mothers perceive, experience, and how they struggle to motivate their children. In the Bangladesh context, very little research has been done on this subject. Moreover, homemaker mothers, as usual, can give their full time to their children, whereas working mothers can't. In the lockdown situation, the homemaker mothers' role is the same as previous. However, the children are staying home throughout the lockdown period. The study has found that the Pandemic has not affected all the mothers uniformly; rather, its impact varied depending on the occupation of mothers and their husbands and their family pattern (Ehsan & Jahan, 2020).

On the other hand, these preschool children rely on their parents for safety, both physical and emotional. Children need adults to help them learn and practice self-regulation skills in pandemic situations, including emotion, behavior skills, and thinking and attention skills. Initiative VS Guilt stage (3-6) age of Erikson's Psychological Development theory (1958) states that, children assert themselves more frequently through directing a play and other social interactions. During this period the primary feature is that the children communicates frequently with other school children. (As cited by McLeod, 2013). At this age, children can explore their interpersonal skills through initiating activities. But in this COVID -19 situation, preschoolers cannot do anything as they are staying home for a long time, So parents need to support preschoolers' self-regulation during the Pandemic. Without parents' support, children cannot plan activities, makeup games, and initiate activities with others (Blair, 2002).

There are significant numbers of studies worldwide concerning the perceptions, practices, beliefs of parents, and home self-regulation activities done by parents in other country contexts. But in Bangladesh, little is known on mothers' perceptions towards self-regulation regarding the socio-emotional development of children at home due to limited research in this aspect. Understanding parental perceptions and practices on self-regulation may shed light on the types of social activities parents engage in with their preschool-age children.

Lacking knowledge and unstable mental state due to the COVID-19 situation, parents may not take proper care of children, and preschoolers' socio-emotional development can be hampered. So, the study's findings will also help show the directions for further research in this particular area. These study findings can also be used in designing effective intervention programs for educated parents, and based on research findings; advocacy activities can also be organized. Apart from this, the present study will be a source of information for Early Childhood Development practitioners. Nevertheless, before taking any initiative or starting any early childhood care program, it is needed to know the present status, what the mothers perceived about children's self-regulation in COVID-19 era, what the current practice is, and what the obstacles are. So, it is very much needed to know the homemaker mothers' perception and practice on self-regulation of children age 3-5 in COVID-19 scenario.

The scientists predicted that in the lancet series, emergencies like COVID-19 could upsurge again in the future (Cluver, et al., 2020). Thus, there can be policies at the government level to ensure children's physical and mental well-being and teach them proper discipline/self-regulation during any emergency.

Research Topic and Research Questions

Topic: Homemaker Mothers' Perception and Practice on Self-regulation of Children age 3-5 in COVID-19 Scenario.

The study has tried to explore the perceptions and practices of homemaker mothers regarding self-regulation of 3-5-year-old children in COVID-19 scenario.

Research objectives

- To know homemaker mothers understanding or experience of the self-regulation skills of their 3 to 5 years old children in this COVID-19 situation.
- To identify the mother's support for children in practicing self-regulation skills in this COVID 19 situation.

Research Questions

1. How do homemaker mothers understand or experience their 3 to 5 years old children's self-regulation skills in this COVID-19 situation?
2. How do homemaker mothers support their children's practicing self-regulation skills in this COVID 19 situation?

Operational Definition

Homemaker Mother: A person who manages a family, especially as a wife and mother (Merriam-Webster, 2018). Homemaker mother means any woman who has children but is not in the workforce or not engaged in paid employment. Homemaker mothers have an equally vigorous routine, like any other working mother (Singh, 2016). From Cambridge Dictionary (2020), a person who manages a home and often raises children instead of earning money from a job. So, a person who manages the household of his or her own family, especially as a principal occupation.

Perception: From Wikipedia, the word “perception” comes from the Latin *perceptio*, meaning gathering or receiving is the organization, identification, and interpretation of sensory information in order to represent and understand the presented information or environment (Encyclopedia, 2019). A belief or opinion, often held by many people and based on how things seem. (Cambridge Dictionary, 2019).

Preschooler (3- 5 years old children): Preschoolers are often referred to as infants that are no longer babies but are not even mature enough to go to school. A child below the official school starting age, usually a child up to age five (Collins Dictionary, 2016). From Cambridge Dictionary, the word preschooler means children who are between about three and five years old.

COVID- 19 Scenario: The disease triggered by a new type of Coronavirus is COVID-19. 'CO' means Corona, 'VI' means Virus, and 'D' means Disease. This illness was traditionally referred to as '2019 novel coronavirus' or '2019-nCoV.'A potentially severe, primarily respiratory illness caused by a coronavirus and characterized by fever, coughing, and shortness of breath. The World Health Organization declared the outbreak a Public Health Emergency of International Concern in January 2020 and a pandemic in March 2020. So, it's a highly transmitted disease (WHO, 2020).

Lockdown: A situation in which people cannot enter or leave a building or area freely because of an emergency. A period of time in which people are not allowed to leave their homes or travel freely, because of a dangerous disease (Cambridge dictionary, 2020).Lockdown, evacuation and reverse-evacuation, and cover in position exercises will be used in the public safety protocol drills.

Chapter II

Literature Review

To better understand the preschooler's self-regulation in the COVID-19 situation and its associated socio-emotional development, relevant pieces of literature have been reviewed. Several researches have proven in this COVID 19 crisis that the self-regulation of children age 3-5 can be hampered, affecting children's proper development. This section summarizes the literature that is related to the children's self-regulation, mother's role, perceptions, and children's ability to self-regulate in COVID-19 circumstances. I am providing former studies focusing on the importance of self-regulation. I am discussing some previous and recent researches that will focus on the relevance of self-regulation skills in the COVID-19 scenario, both nationally and globally. I conclude this chapter by reviewing related studies done in Bangladesh.

Children's self-regulation

Self-regulation can be definite in numerous ways. In the most elementary sense, it involves controlling one's behavior, emotions, and thoughts in the pursuit of long-term goals. Self-regulation is made up of many skills such as thinking and attention skill, emotion and behavior skill. More precisely, emotional self-regulation refers to the ability to manage disturbing emotions and compulsions. In other words, to think before acting. It also reveals the ability to optimism yourself up after disappointments and to act in a way consistent with your genuine held values (Cuncic, 2020).

According to Kaufeldt (2016), Self-regulation is a kind of capacity. It gives children the ability to control their thoughts, actions, and body activity in a challenging situation, and it enables them to do this while remaining concentrated and attentive. This means

that children know how to find out that they need to relax when they get frustrated. Behavioral theorists like Skinner (1938) perceive self-regulation as learned self-control. Laakso (2014) stated that every child is different. Naturally, some kids are calmer, and some can more quickly get overwhelmed. Some kids can be more or less alert and attentive in the same way. Social play, interactive stimulation, and self-care tasks are also activities for children that improve preschool self-regulation and promote learning. According to Zelazo et al. (2016), the more action and mindfulness are introduced into early childhood education, the greater the emphasis on executive function growth. Executive Function skills are a set of abilities to control attention that make it possible to hold information in mind, inhibit irrelevant responses, and respond flexibly to changing circumstances, and more generally, to act in a goal-directed fashion. Typically, Executive Function skills are the three different skills: working memory, inhibitory control, and cognitive flexibility (Miyake et al., 2000).

When the elements of executive functioning come together to regulate behavior, that is called self-regulation. Simply set, self-regulation is the capacity to stop, think, and then make a choice before acting. Children establish self-regulation in many ways: they stop and ask for what they want rather than having a tantrum; they take turns with friends while playing a game; they listen during a story; they wait in line, and they follow instructions. Research shows that children with good self-regulatory abilities are more equipped for school and have better social and academic performance than their peers who are unable to learn these skills (Tominey, 2015).

Importance of self-regulation

Over the centuries, various psychologists and theorists have elaborated on the importance of self-regulation in their psychoanalytic theories. Self-regulation is a

category of diverse mental skills that involve impulse and emotional management, thinking self-guidance, and behavioral preparation that are necessary for self-reliance and socially responsible actions (Bronson, 2000; Kopp, 1991). Correspondingly, Vygotsky (1978) theorized that play, specifically make-believe play, was particularly important for self-regulation, as children have the opportunity to rehearsal being regulated by, and handling, peers' behaviors well as their own (as cited in Spinrad et al., 2004).

Self-regulating behavior is an important skill in modern life. Research shows that a child develops internal self-regulatory behavior within the context of biological and environmental factors (Bronson, 2020). In keeping with that, Denham et al., (2011) said, "Preschoolers already learn alongside and in collaboration with teachers and peers, and utilize their emotions to help learning. Social-emotional skills, especially undergird their adaptation to the sometimes challenging preschool environment and following successful schooling."

However, Walter Mischel (1960) explained the importance of self-regulation for children through his Marshmallow Test in his book. The Marshmallow Test and the experiments that have been followed over the last fifty years have helped encourage a great wave of research on self-control. This book explains the tale of this research, how it demonstrates the mechanisms that enable self-control, and how these mechanisms can be positively attached to daily life. It started with preschoolers at Bing Nursery School of Stanford University in the 1960s in a basic analysis that faced them with a difficult dilemma. Flavell et al., (2002) said to give more importance that, "kindergarten age, (3-6 years) there is an amplified capability in intellectual strategies, such as language, to control impulses and emotions, and more awareness of social morals.

Children in this age range can path their behavior as well according to external demands".

Each of the various psychological theories has talked about the development of self-regulating behavior from their particular viewpoint. The capacity to regulate actions and behaviors of greatest importance enables an individual to contribute successfully in society.

Mothers' role in children's learning of self-regulation

Mothers have to play a crucial role in their child's optimal development. As children grow older, they imitate their mothers' behavior and actions, and mothers become role models for their children. Their awareness and patterns are passed on to their kids. The behavioral effects of children have been correlated with harsh or contradictory parental methods, as well as maternal tension and anxiety. A lack of appropriate discipline in children may result in bad actions (Banerjee, 2020).

On the other hand, Dr, Daniellee Foreshee, (2019) stated, proper practice, modeling, sincerity, and the mother's overall guidance can very well regulate the children. Because a child's future depends on the regulation and training of a mother, it is vital that mother spends as much time with her children as possible. Studies have proven that an affection between a mother and her children helps build an emotional bond.

The role of nurturing is one of the most meaningful positions that a mother performs. This word is sometimes taken synonymously with the word "mother". When a mother nurtures her children well, love and goodness are awakened in the children's hearts (M. Rojas, 2017).

According to Kopp (1989), a mother is a combination of feelings. Maternal attempts to regulate their children's emotions may alter their immediate emotional arousal and may provide opportunities for supporting their children's existing emotion regulation and teaching them new self-regulating methods.

In keeping with that, Kiel & Kalomiris (2015) showed that it is well-established that emotion regulation behaviors and capacities emerge from experiences within the early parent-child relationship, with previous theory and empirical research supporting the attachment relationship typically with the mother.

According to Denham (1998), Kopp (1989), Thompson (1990), 'Mothers' use of explanations would also be expected to improve children's abilities to deal with emotions. Children who are provided with clarifications may learn to clarify, interpret, and understand their own emotional states and appropriate ways of responding to feelings. Mothers who use clarifications may be struggling to challenge their children at a level that is slightly above their current abilities; this intellectual is in line with the Vygotsky notion of the 'zone of proximal development' (Vygotsky, 1962). Using this perspective, children may learn best plans to regulate emotions by using and practicing these strategies in interactions with others (as cited in Spinrad et al., 2004).

Self-regulation of children in COVID-19 scenario:

According to Wikipedia (2020), Coronavirus, 2019 (COVID-19) is a contagious respiratory and vascular disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). It has generated an ongoing pandemic. The disease was declared a Global Health Emergency of International Significance by the WHO.

Needless to say, self-regulation is just as important as early childhood, where children in this COVID-19 situation, aged 3 to 5 years, are unable to self-regulate. Due to the

lockdown, mothers face various problems with their children, such as their emotions, behavior where it is difficult to give them proper support, as a result of which the children cannot self-regulate. This is a pandemic time, so various National and Non-Government organization, International organizations such as WHO and UNICEF have emphasized the importance of children's self-regulation in their home confinement. The WHO (2020) highlighted that children were also showing signs of mental illness. In particular, national and international researches have shown that children have many issues during lockdowns, such as anxiety and mental and behavioral conditions (Jiao et al., 2020; Spinelli et al., 2020). Emotions and behavioral problems faced by mothers during lockdowns in different countries are mentioned below.

International perspective

The Coronavirus has shocked the world today. Life has been made unbalanced, unsteady, and stagnant. United Nations also featured how, during the COVID-19 pandemic, children's emotional problems were intensified by family stress, social isolation, disruption of school and educational activity, and uncertainty for the future, resulting in serious moments of their emotional development (United Nations, 2020).

According to a CNN report (2020), nearly 90 percent of the world's students are on lockdown and are extremely stressed.

Researchers at the Journal of Military Medicine in Tehran reported in a study that individuals in different parts of a society may experience the psychological symptoms of COVID-19 during the rising phase of the outbreak, including patients of COVID-19, quarantine individuals, family members of medical staffs, children, university students, pregnant women, and families (Shahyad, & Mohammadi, 2020).

Another research by Harvard University (2020) suggests that Coronavirus's spread has changed many things in our everyday lives, but even in this unpredictable moment, it is obvious that our children continue to learn, grow, and develop. Schools and examinations cancellations can come with detrimental consequences for children's education (Burgess and Sievertsen, 2020). As a consequence, the students have had a strong mental reaction. Students who were not able to attend school were affected by the lockdown.

Due to the school closure, both children and parents experience problems regulating feelings through children's study and parents' role at home. Self-regulation capabilities play an important role in the progress of children. Continuity, of course, throughout adversity encourages children's successful learning in the home environment and improves self-regulation skills (UNESCO, 2020).

Researchers of Australian Wollongong University stated that the importance of self-regulation in COVID 19 is huge and what parents can do to support children's self-regulation, especially during this pandemic, when their self-control capacity already appears to be under strain. These studies suggest that Self-regulation requires at least three things: selecting a goal, problem-solving and working on motivation. Overcoming distractions and impulses and things like stress, tiredness, hunger, fear, sadness, and loneliness can deplete children's limited self-regulation resources to minimize this factor, parents can ensure children's self-regulation skill. Reducing unnecessary demands provides routines and patience while setting responsibilities (Nielsen & Howard, 2020).

All this information highlight the importance of not underestimating the psychological risks children and their families could face.

The Dutch Survey Study showed that the most vulnerable and affected in the lockdown was young Children; while many feared the impact on the lonely elderly, it appeared that also the younger generation was hit severely. In particular, children really missed social interaction at school, work, or during leisure time (Antonides & Leeuwen, 2020).

Similarly, in Spain, a restrictive lockdown was enacted, which shortly changed the population's routines and interactions due to the psychological effects of confinement on children and their families. Overall, younger preschool children would be at increased risk of displaying more behavioral problems, including conduct problems and hyperactivity. Besides, younger children would have less cognitive, emotional, and behavioral resources to process the adverse situation (Romero et al., 2020).

One more study like this, the interplay between mothers' and children's behavioral and psychological factors during COVID-19, an Italian research investigated how these restrictive measures impacted mothers and their preschool children's behavioral habits and psychological wellbeing (Giorgio et al., 2020).

In China, a study was held to explore the impact of the COVID-19 outbreak on children's behaviors and their parents' mental health. It is very important to understand the public's psychological and behavioral health status and take intervention measures. Children's actions and their parents' mental health during the epidemic need to be taken seriously (Bai et al., 2020).

The joint study was held to examine the quarantine's emotional impact on children and adolescents from Italy and Spain, two of the most affected countries by COVID-19. Four Participants included 1143 parents of children aged 3 to 18 years who completed a survey about the quarantine effects on their children, compared to before the home confinement period. 85.7 percent of parents reported improvements in the emotions and

behaviours of their children during the quarantine, the research showed. Difficulty focusing (76.6 percent), boredom (52 percent), irritability (39 percent), restlessness (38.8 percent), nervousness (38 percent), isolation (31.3 percent), uneasiness (30.4 percent), and concerns were the most commonly noticed adjustments (30.1 percent). Around 75% of parents recorded feeling worried about the situation in the quarantine. Increased reports of emotional and behavioral symptoms in their children is correlated with parental pressure (Orgilés et al., 2020).

Generally, the researches prove that COVID-19 affects the mental health of children that depression and anxiety are established.

The messages have been given by the World Health Organization (2020) and Save the children (2020) for Cares of children that "Help children find positive ways to express feelings such as fear and sadness. It is common for children to want more attachment and be more demanding on parents at periods of tension and crisis. Discuss COVID-19 with your children in an honest and age-appropriate way. If your children have concerns, addressing them together may ease their anxiety. Children will observe adults' behaviors and emotions for cues on how to manage their own emotions during difficult times".

National perspective

Consequently, the government of Bangladesh enforced a full lockdown, and all schools were closed from March 17, 2020, which negatively impacted on children's wellbeing through interruption of their health care, nutrition, security, education, and overall mental health (Joining Force Bangladesh, 2020).

Children who live in urban areas with their parents were more prone to suffer mental health-related problems. Perhaps the reason behind this scenario is that the lockdown

was perfectly maintained in urban areas, and children were forced to stay home (The Business Standard, 2020) (As cited by Yasmin et al., 2020).

Studies by the National Institute of Mental Health, Dhaka, and the World Health Organization (2007) found that 16% of the adult population in Bangladesh and about 20% of children and adolescents suffer from mental health problems. The Corona has increased it by several times.

In research from Aresfin and Shafiullah (2020) stated, in Bangladesh, the pandemic has brought an abrupt end to children's face-to-face interaction with their peers, their recreation, the initial closure of parks and entertainment venues had decreased their opportunities for physical activity and creative exploration outdoors. As a result, children being bound to stay indoors for prolonged periods have a profound, often unfavorable effect on their mental health, such as anxiety, stress, depression, sleep difficulties, psychological trauma, and cognitive development and self-confidence issues.

Everyone in Corona is having a hard time. At this time, the expression of children's negative reactions or feelings should not be taken lightly or strictly, so, when children is feeling upset or scared for some reason, Mothers need to pay attention to the children, Mothers need to listen carefully to what their child wants. She must allow them to express their feelings (Shahnaz, 2020).

In this context, Dr. Helal Uddin Ahmed, Associate Professor Child Adolescent & Family Psychiatry from the NIMH, said, "The most common mental symptoms in children, adolescents, and young people during this time are, changing sleep routines, staying up all night, and getting into the habit of sleeping all day. As a result, the brain's

biological clock becomes random, which changes emotions and behaviors” (Ahmed, 2020).

Correspondingly, Shamima Siraji, a senior psychologist in the ICDDR, recently gave some advices. She said that parents should try their best to spend this time with their children. She suggested that thinking only negatively about this disaster of Coronavirus can drown in extreme despair. Mothers should try to find a way to spend more time with their children. She advised to talk to the child at leisure, teach rhymes or play, tell stories, smile with an open heart, and let him/her self-regulate (as cited in Haque, 2020).

COVID-19 pandemic poses a substantial mental health threat among children in Bangladesh. Impact of COVID-19 epidemic on children's mental health in Bangladesh, an online cross-sectional study was conducted from April 25 to May 9, 2020, among 384 parents. In this study, children's mental health (depression, anxiety, and sleeping disorder) scores were classified into four groups: sub-threshold, mild, moderate, and severe disturbance. The highest percentage of children are suffering from sub-threshold trouble (43%), and 30.5% had soft disorders, 19.3% had moderate disturbances, and 7.2% had severe disturbances. The findings indicate that a significant proportion of children in Bangladesh suffer from mental health disturbances during the lockdown era. The capacity of mothers, as well as the willingness of fathers to avoid their emotional distress or sadness from disrupting their position as parent's maybe a valuable source of strength for their children (Yeasmin et al., 2020).

The COVID-19 pandemic is first and foremost a health crisis but its mental effect is much greater. So, children are more affected.

Chapter III

Methodology

The chapter aims to provide a brief overview of the research design used for the study. The multi-stepped procedure of research methodology begins with study design & method, research site, research participants, participants characteristics, tools used, followed by a brief discussion about data collection, data analysis process, ethical considerations and limitations of the study.

Research participants

The study included seven mothers of 3-5 years old children. In this study, the researcher selected 4 homemaker mothers for in-depth interviews and 3 homemaker mothers for one Group discussion. The age range of mothers was between 28-36 years old. Two of the mothers had two children, and the rest of the participants had only one child. Educational qualification levels of mothers were from undergraduate to Master's.

Research Site

The study was accompanied in Uttara and Dhanmondi area of Dhaka city. Researcher took in-depth interviews with 2 mothers from Uttara and the other 2 mothers from Dhanmondi. For group discussion 3 mothers were from Dhanmondi.

Research Approach

According to Creswell (1998), qualitative analysis is an investigative technique of comprehension that examines a social or individual phenomenon centered on various analytical traditions of study. To know homemaker mothers' perceptions and practices of 3-5 years old children's self-regulation in COVID-19 scenario, a qualitative approach was followed.

Qualitative research is a process of gathering an in-depth understanding of human behaviors and the reasons that shape such behaviors through observation and subjective experience (Gay, et al., 2012). So, the researcher tried to understand the homemaker mothers' perception and experience regarding the self-regulation of their children, how homemaker mothers face the challenges, and how they support their children in practicing self-regulation skills in this COVID 19 situation. This approach could carry out a thick narrative description of the results and findings.

Data Collection Methods

Two different data collection methods were used in order to achieve the objectives of the research:

- In-depth interview and
- Group discussion

Due to COVID-19, the researcher developed a semi-structured questionnaire to collect the data through In-depth Interviews over the phone and conducted a Group Discussion through group calls. Before the data collection of the Group Discussion and In-depth Interview (IDI), guidelines were developed and reviewed by the experts. Researcher conducted a piloting interview before conducting the actual interviews. Pilot interviews of mothers were done to check out the validity and identify if there is any gap in the procedure.

The researcher discussed the purpose of the study with the participant. Participation consent was taken to record the entire interview session. The Researcher has conducted one Group Discussion with 3 mothers, and the length of Group Discussions was approximately 60-90 minutes. Equally, Researcher had an In-depth Interview with 4

mothers each for approximately 40-60 minutes. The interview sessions and group discussion were recorded with the help of a Mobile audio recorder.

The researcher conducted four in-depth interviews with selected mothers through mobile phone calls at their convenient time. Researcher chose this option as it's a pandemic situation of Covid-19, so reaching people over the phone is easier than face to face meeting. Since the research objective was to know homemaker mothers' perception and practice of self-regulation of children age 3-5 years in COVID-19 scenario, Interview questionnaire and Group Discussion guideline were developed by the Researcher herself using an easy to understand language. Mother's opinions and approaches towards self-regulation in the practices, their challenges, their different experiences in handling such sensitive issues, their worries, and areas of concerns all were serially covered in the interview questionnaire. Researcher built a rapport with the selected participants for their ease and comfort throughout the session.

The Researcher conducted Group Discussion with a predetermined timeframe through an online group call. The participation of the participants were very well organized.

Sampling Procedure

Non probability purposive sampling technique was employed in this study. The target population was the homemaker mothers of 3 to 5 years old children. The specific purpose guided the participant selection to reach a target population (Gay et al., 2012). The Researcher had selected the participants based on some specific criteria, like parents should have children aged between 3-5 years old. Sample mothers in the study were homemakers. So, the mothers were selected for collecting the information to meet the objectives of the research. The study objectives were the perceptions and practices

of homemaker mothers regarding self-regulation of 3-5-year-old children in COVID-19 scenario, who were willing to participate in the study.

Data Analysis

For both In-depth Interviews and Group Discussions, the Researcher stored the collected data through audio recordings, and transcription. The participants' answers were recorded during the phone conversation. The interviewer wrote the transcript of the conversation immediately after the interview. When all the transcripts were ready, the Researcher compiled all the data such as recordings and transcripts. After the data collection, all the data were sequenced and grouped in two separate computer folders to organize data from in-depth interviews and data from the Group discussion. Description led to identifying the possible themes of the finding. Then categorizing and coding of data was done. And patterns in the category were examined to establish themes and issues of the study. Finally, the findings of the study were presented descriptively under each theme.

Ethical Issues

In this research, the researcher considered the ethical implications and psychological consequences for the respondents. The participants were asked to participate. No force was used there. The Researcher shared the purpose of the research with the participants and assured them that their participation is important, and asked for their verbal consent on the questionnaire. The participants were assured that their information would not be disclosed anywhere apart from the study. The Researcher had a primary responsibility to protect participants from mental harm during the research. Researcher did not create any questionnaire which might be mentally harmful. The study followed all ethical

principles of research, and the proposal of the study had been submitted for ethical approval to BRAC University's ethical review committee.

Validity & Reliability

The researcher took the utmost care in conducting the study. As validity is an issue in qualitative research to defend the study's accuracy and credibility, several strategies were maintained to ensure this study's validity. Debriefing also was conducted with the supervisor. To ensure transferability, detailed descriptive data was collected. Appropriate methods and techniques were maintained based on the research questions and questionnaires for an In-depth Interview. The research tools were checked by supervisor and panel of academic experts to ensure the validity. Questionnaire was modified and edited based on feedback received from the supervisor and the expert. A pilot interview was conducted with reviewed questionnaire throw phone call and there was no procedure gap. During the piloting the participants could answer all the questions. So, pilot interview ensured validity, consistency, and understandability of the tools.

For Triangulation, the Researcher used both Group Discussions and IDI, and Researcher asked the same questions in a different way to the participants. This process was to determine the Triangulation in this research. The use of two separate forms of methods encouraged the data triangulation method and provided the researcher with an ability to obtain a reflective, informative and efficient interpretation, and triangulation is a primary concern in many qualitative research studies (Zeegers, & Barron, 2015).

Limitations of the Study

Participants were all homemaker mothers selected only from the urban area of Dhaka city. The study focused on only 3-5 years old children's mothers due to time constraints

and limited movement due to the Covid-19 situation. Participants were all from the same socioeconomic status. For the COVID-19 case, the interviews were conducted over the phone or online, and no home visit and observations could be done, and a limited number of IDI and Group discussions were done.

Chapter IV

Results & Discussion

This section of the study is based on data collected from Group Discussions & Interviews, which generated all the in-depth information on Homemaker Mothers' Perception and Practices on Self-Regulation of Children age 3-5 in COVID-19 Scenario. Data was first assembled from In-depth-Interview, and the Group Discussion conducted via phone call and online group call. Findings were gathered from both the Group Discussion and In-depth interviews on the mother's understanding and experience about self-regulation in the COVID-19 situation. Then results were collected on mother's practices in self-regulation in the COVID-19 situation. The themes were categorized & coded, following the research questions.

Mothers' Demographic Details:

The age range of mothers was between 28-36 years of age. Two of the mothers have two children, and the rest of the participants have only one child. Educational qualification levels of mothers were from undergraduate to Masters. They are all staying in Dhaka city in areas like Uttara and Dhanmondi. Of them, four mothers gave in-depth interviews on the phone, and the remaining three mothers discussed in group calls. Three participants were from nuclear families, and four were from extended family. The age range of the children was between 3 years to 5 years 5 months. Three of them children were male, and two were female.

Theme1: Mothers' Understanding of Self-Regulation

Since the first objective of the present study is mothers' understand or experience about the self-regulation skills of their 3 to 5 years old children in this COVID-19 situation, this following subsections represent mothers' understanding of the term 'self-regulation'.

Mothers' understanding of the term 'self-regulation'

Almost all mothers had an idea about self-regulation. Most of the mothers said that self-regulation is about controlling oneself. One participant defined the term self-regulation as:

"To me, self-regulation is the way I link up these three things, my emotions, my thoughts, my behaviours. It can be negative for me, it can be positive for me, but it must be positive in terms of self-regulation.

That's how I'm managing things (IDI #1, 21.10.2020)

According to mother 'C' articulated her thoughtful understanding of self-regulation, "Children follow this rule, The discipline of children, how much discipline a child is taught, whether he controls his own emotions is self-regulation (IDI #3, 21.10.2020).

A few mothers stated that it seems to control oneself. Anything that he wants to do, which is not right, therefore not doing so, is self-regulation, the same thing, self-regulation is the only thing that can bring oneself within one's power

The above findings indicate that mothers' understanding of self-regulation is quite well.

Opinions about 3-5 years old children's behaviours and emotion

regulation:

Most of the mothers cited that they know it very well. All mothers had different opinions on emotions and behavior regulation, and they knew about it. One mother said that emotional behaviours, and how they are coping with it, controlling it, is self-

regulation. Because in the future, if the child cannot regulate emotions, he or she will not be able to link everything properly, so the mother thinks that it is very important (IDI #1: 18.10.2020). Mother "C" stated,

"Umm... Children's emotional control is actually when they get stubborn with simple things; sometimes, they show anger, start crying, etc. I think if they can't control emotions, then they express their emotion like this. (IDI #3: 21.10.2020)".

Almost all mothers have an idea and understand that children know how to control their emotions, express emotions, behave, and give attention to different tasks.

Views about attention and thinking skills:

Every mother has a good idea about attention skills and thinking skills. One of the mothers said, "I have two children, they both follow my instructions. The little one takes a little time since he is small. But the older one thinks about everything, so I understand that she is obeying" (IDI #3:21.10.2020). Another mother narrated, "My son listens, but I don't understand why he doesn't listen to me at some point. It seems that after saying something, he listens a lot later. Then I think he's focused on something else. (IDI #2: 21.10.2020). Mother C stated,

"She likes to do works with full concentration. For example, she is now concentrating on making a treadmill toy, and she is very focused on her work. However, when she has to attend any online classes, she does not like to concentrate at all. (IDI #3: 21.10.2020)

A few mothers had a different idea about attention skills and thinking skills. One of the mothers shared, "If I talk about my child, he is 3 and a half years old. He can't pay any attention and does not listen to any instructions. I have to help him, it seems he was playing or making something, he can't concentrate on it, and he shifts to another game.

I tell him, mamma, please finish this game. I almost force him to finish because he was very agile" (IDI #4: 21.10.2020).

Opinions about the importance of self-regulation:

Every mother had acknowledged the importance of self-regulation. Everyone agreed that it should start at an early age; all of the mothers shared their opinion about the importance of self-regulation. Among them, one mother shared her experience,

"After getting admitted into the school, initially, my daughter had difficulties adjusting with the teachers, friends, and the whole environment. As she used to get full attention at home, but in school, things were different. I heard from the school that sometimes the teacher was busy doing something else; meanwhile, when my daughter wanted the teacher to attend her, and the teacher became late, she could not tolerate it. It took her a long time to get adjusted to; therefore, self-regulation is very important"(IDI #3: 21.10.2020).

All of the mothers mentioned that if children can't develop their self-regulation skills from childhood, they can't go ahead in the future properly, they can't develop social skills, and they can't express their feelings and emotions. Everything is -linked up with self-regulation. If the child does not express his emotions, he will never be able to identify himself. If he does not express himself, he will not be able to identify what he wants.

Knowledge about COVID-19 and discussion with children:

Most of the mothers informed that they are well aware of current COVID-19 disease. All of the mothers said that COVID-19 is a contagious disease which may spread from one person to another. All of the mothers were aware of the lockdown situation as well. Among them, one mother Z reflected,

"Safety lockdown is necessary. I myself will be careful. I will be careful about others. Everyone is going through a pandemic situation, and this virus is transmitting fast, so it's important to maintain safety" (GD: 25.10.2020).

But among them, one mother said that she did not discuss it with her three years old child as the child is too young to understand. She stated,

"I discussed it with my elder one, but not with the little girl as she's younger but the younger child somehow understands when I go out wearing mask." (IDI: 18.10.2020).

A few mothers mentioned that they had taught their children to take preventive measures such as washing hands, wearing masks and maintain good hygiene to stop the spread of the Coronavirus (GD: 25.10.2020).

Theme 2: Experiences of Self-regulation during COVID-19 pandemic situation.

The following subsections represent mothers' knowledge and experiences of self-regulation during COVID-19 pandemic situation.

Daily activities in Pre-pandemic versus Pandemic situation:

❖ Time to get up in the morning:

Most of the mothers mentioned that their children are early risers' cause of morning shift school. One mother stated that when her daughter's school was open, the classes were in day shift before lockdown. She used to wake up late and had to prepare to go to school. (IDI # 3, 23.10.2020) On the other hand, all mothers mentioned that their children wake up late during COVID-19. One mother shared, "My routine hasn't changed much because the eldest girl is attending online school. (IDI # 1, 23.10.2020).

❖ **Mealtime:**

All the mothers said that their children's mealtime was mostly on time before the COVID-19. After finishing the meal, the children would play or do other things. Rest of the mothers said that mealtime is changed as the children's fathers do not need to go to the office and take meals on time during Pandemic as well.

❖ **Playtime:**

Almost all the mothers said, their children play a lot. One mother said that her daughter likes to play all day, building blocks, trampoline, and the mother also plays with her daughter. Another mother narrated that in a normal situation, her son would go out with her and with his grandmother to play with other children outside. Since they can't go out to play in this COVID-19 situation, they play at home every day. One mother stated that she realized it had been long that children cannot go out, so she takes them to the rooftop regularly. They ride cycle, do skipping, run around, and also play at home." (IDI # 3, 23.10.2020).

❖ **Screen time:**

A few mothers said that children had screen time at their usual time. They used to watch mobile and YouTube. In a pandemic situation, almost all mothers said that children have a lot of screen time. Still one mother mentioned that her child's mobile addiction had decreased in Pandemic. However, most of the mother stated that screen time is increased for their children in this Pandemic.

❖ **Study time:**

Most of the mothers said that their children used to study at school and at home before Pandemic.

One mother said, "In the evening time, I helped them with their homework. As my daughter is in class one and she didn't have a lot of homework." (IDI # 3, 23.10.2020)

Another mother said, "Before the school closure, there was a routine system. Getting up in the morning, then going to school, after coming back taking lunch, playing sports in the afternoon, and eating snacks in the evening"(GD, 25.10.2020). The children who will take admission in pre-school, yet not admitted, are taught by their mothers at home. They are learning alphabets, numbers, and rhymes. They read at home. One mother said, "I bought him baby scissors, he cuts the paper with scissors and does all kinds of craft work. During Pandemic, children are studying at home (GD, 25.10.2020).

❖ **Sleeping time:**

Every mother said their kids used to have a daily sleep routine. They used to go to bed at 10-11 o'clock at night. Their sleep time did not differ except on holidays. Children took nap at noon after school, played sports, took a bath and had lunch. A few mothers said, "After finishing school from 8 to noon, they used to go to sleep and woke up between 2:30 p. m and 3 p. m. Now, most of the mothers stated that all children sleep late because of COVID-19 situation.

❖ **Giving quality time:**

Every mother spends good time with her children at normal times. In the daily routine, they spend enough time with the kids. Sometimes playing together, coloring, and crafting. One mother stated,

"I observe her when I do any other things, for example, when I am on my phone or watch T.V., then my daughter feels irritated. She wants me to cuddle with her, talk with her" (IDI #3 23.10.2020).

In COVID-19 situation, most of the mothers cannot give them quality time, "My husband and I could not give my child any time. My son spends all day bored and has a very irritable mood." (IDI# 4, 23.10.2020).

Children's interaction with family members and peers (Pre-pandemic vs. Pandemic)

According to all mothers, their children are very sociable and friendly. At first, they take a while then get along well with peers and family members. One of the participants shared that her child is three years old but prefers to play with older children and it seems he doesn't understand how to interact with peers because he doesn't see peers at home (GD, 25.10.2020). Another mother stated that,

He would go out with me; he would go out with his grandmother to play with everyone. And there's a slum area at the back of my house where he plays with the kids. I let my child to interact with everyone. He could play downstairs. Again, he used to play with our caretaker's child. I would let him play with sand. I would let him play with soil."(IDI #2:21.10.2020)

One mother stated that "My parents and in-laws are friendly with her, so she likes to play with them but not the same with her peers in school. She always takes the lead in every work, wants priorities of her work, and wants everyone to listen to her all the time" (IDI# 3: 23.10.2020). A few mothers said that they are very lucky to be from a joint family, they said that their children are meeting up with everyone in a beautiful way, because they have been with them since childhood, so there is no problem with that. In COVID -19 situation they didn't notice much change at this point. Since the children can't go out, there's no interaction with their peers. All the mothers mentioned

that, due to the constant stay at home, the children have become annoyed towards other members of the family as well. Among them one mother stated,

"He used to play with our caretaker's child. But nowadays he could not play with them due to corona. As a result, he becomes very cranky." (IDI #2:21.10.202)

Reaction/responses towards transitions:

Majority of the participants informed that their children react strongly with any kind of change or transitions. One mother said,

"In case of change, he reacts very much and even in small matters. As a small matter, we usually keep the bathroom lights on when we sleep. She can't sleep if I turn off the bathroom lights." (GD, 25.10.2020).

Only one mother informed that she had faced challenges with her firstborn child. Still, her second child does not have any issue with transitions or changes and adopts everything with ease

Experience about children's physical activities during Covid-19

Pandemic:

In the opinion of all mothers, their children do not have any physical activity during covid-19. A few mothers were anxious about vitamin D deficiency. They stated that they used to run around in school, and after school, the movement is not happening now. Another thing is that there is a vitamin D in the sun outside, they don't know if they are getting it at all. Most of the mothers stated that due to insufficient physical activities, children have become dependent on mobiles and various electronic instruments. That's an inconsistent thing; the screen time has a lot of negative effects. Mother "Y" said,

"Jumping and playing outside like before are not happening, even though he is running at home. But what happens outside the home is not happening at all, I think it is affecting him physically, and the effect is a lot"(GD,25.10.2020).

And another mother "Z" also stated that,

"I think that the problems arise due to not playing sports at this time of growing age, he is being deprived of all the development (GD# 25.10.2020).

Experience about children's emotional changes during Covid-19 Pandemic

Most of the mothers mentioned that they had experienced children's emotional changes during COVID-19 Pandemic. Most of the mothers noticed an obstacle in their mental development which was not there before. Majority of the mothers have observed that children get easily bored these days. They watch T.V., play with toys, and suddenly withdraw from that activity and ask what to do next. Mothers have never noticed this in children before. Always they are saying they don't like this and that. One of the mothers said that children face mental problems because when they were confined at home for 3 consecutive months, children would be very restless when they came out of the house. Another mother stated that due to COVID-19 children do not meet any outside friends; they are now a prisoner in the house. She again mentioned that

"Isn't this the time of socialization at this age? That means the age of acquiring social skills. If he is under house arrest at that time, then his development is being hampered mentally. I can say this emphatically, and at this point, my kid is getting more and more stubborn, throwing tantrums like never before. It could have been less, but it has become more from home" (GD, 25.10.2020).

All of the mothers are anxious about emotional development, they said, children are losing their social skills when they're at home all the time. They can't interact, their emotional development is hampered. They can't talk to anyone properly. One mother stated that,

"She had school, she had a hangout, and she had a tour at weekends which is not happening now. My daughter is a little upset. She used to ask a lot of questions. She used to insist on going out. She used to say that he missed the group work together with the school teacher and peers. There is a huge psychological effect" (GD, 25.10.2020).

Mothers' observation about the behavioral changes in children during the lockdown

The participants were asked about the observation of behavioral changes in children during the lockdown. Majority of parents stated that children's behavior has changed.

One mother stated that,

My son used to cry so much over very small matters; I could not understand why he was crying; there was an emotional outburst. And at this time I can understand why the bizarre behavior was happening, but I still cannot understand exactly the reason of this. (IDI #2:21.10.2020).

A few mothers said, their children get bored easily, which they have not noticed before in their children. After doing their favorite things, they get bored. Maybe it's because they are not allowed to go outside. Another thing they have observed is that the children get irritated more than before, even in simple things. Mother 'D' said, the mood became irritable. I have a serious communication gap. (IDI #4: 19.10.2020).

Experience about attention and thinking skills of children:

All the participants mentioned that in this COVID-19 situation their children had problems with attention and thinking skills; every child holds their attention as they do

their favorite stuff. Still, if they had to do things they don't want, then they don't pay attention properly. However, a few mothers agreed that the children were not paying attention; they have become disorganized suddenly. The same thing happens with their thinking skill. If their thinking skill increases, then it shows some creativity in her. Everyone explained how they are facing the problem. One mother stated, my eldest child is very impatient. She rushes in everything. Reading and listening skills are not developing well. But one mother shared that she cannot control her temper if the child does not follow her instruction. She stated,

"My child can recognize and follow my instruction whenever I tell him, but he is not following my instruction in Pandemic. As I am short-tempered, I sometimes beat him when he does not follow my instruction. (In-depth interview#2:21.10.2020).

Theme 3: Practices of self-regulation during COVID-19 Pandemic

Since the second objective of the present study is mothers' support their children's practicing self-regulation skills in this COVID 19 situation, this following subsections represent mothers' Practices of Self-regulation during COVID-19.

Measures taken by the mothers to support children's transition or any changes:

Most of the mothers had taken the initiatives for their children to cope with any transition or changes smoothly. They try to play with them, try to manage all work and use free time to spend with their children so that children don't feel bored. But one mother said that she had noticed that her son has become stubborn lately, but she did not take any action for it. Because she didn't have any helping hand during this COVID situation, so she had to do all the housework by herself, she did not have any time to do

so after finishing all the work (IDI # 4, 19.10.2020). But mother "B" has taken a strategy in this COVID-19 situation,

"All we have done for this behavior is to order a lot of toys together online. And I let him play, but I didn't give him altogether, I let him play with toys one by one. Some are less expensive toys or bigger toys that I gave one by one. And I made a routine of making it a habit to read books to him. We three people said rhyme together. After doing that, he became normal for a while, but then he behaved very well, and yes, we took him out after 5 or 4 months, following all the rules." (IDI # 2, 19.10.2020).

Measures taken by the mothers to support children's physical development:

All mothers were concerned about physical activity, and some mothers encouraged their children to play indoor sports at home, a few mothers concerned about vitamin D deficiency, they said that vitamin D deficiency is one of the reason for children impulsive behavior and they are sending their children to the rooftop in the sunlight after 4 o'clock, but it won't work. One of the mothers stated,

I feel that. It has been a while now. So what I do is take them to the rooftop every afternoon. "They ride cycle, do skipping, run to and fro, and also play at home. Though indoor activities happen to be less physical activity, I try to make a circle on the floor to jump one from another, play hide and seek so that they can do some physical activities too."(IDI # 3, 23.10.2020.)

Another mother 'X' said,

"He is playing or running at home, as a result of which he is at times in a lot of pain. So I am taking him to the roof, taking him to the garage, I think he has some physical development."(Group Discussion, 25.10.2020)

Another mother took a different path, she said, "Previously what I did for her, I make her do that by herself like helping adults, pack their clothes and toys, etc. During his school time, she has a daily routine. Still, in this situation, I try to give her a routine by engaging her in these tasks" (Group Discussion, 25.10.2020).

Measures taken by the mothers to support children's emotional development

Most of the mothers replied that they were facing difficulties to control their child's emotions in this situation. They were taking various measures, but sometimes that did not work. One mother said, "In fact, when I saw him crying, he was scared, he was getting emotional, I started taking him to everyone's house. Although, during this time it's a little risky" (GD, 23.10.2020). Similar things happened with other mothers too. Another mother said, "I try to explain that why he can't take it. Such as, if he wants a mobile or chocolate, if it's not good, I try not to give it to him. Sometimes I succeed, sometimes I don't"(GD, 25.10.2020). One mother stated,

"Sometimes I say if you do this, I will give you chocolate, I will give it to you, even though I am not such a type of mother. There is no need to show greed of anything. So I will not give it to the child in return of anything. I will tell you that if you do it like this, Grandpa will be happy, Dad will be happy and everyone will say good boy to you, thus increasing his thinking power or attention. In this, he works happily or develops himself" (IDI # 2, 23.10.2020).

Some of the mothers mentioned that they had difficulties in managing children's emotion. They try to manage but failed most of the time. They tried to be calm and make them understand the harmful effect of any dangerous things and why they shouldn't do that. Mother ' D' stated,

"I have given whatever I want, or I have a lot of mood swings, or I am busy with some work, managing the child is getting tough, I give whatever he wants or I have given a lot of threats, and he has cried."
(IDI # 4, 23.10.2020)

But a few mothers do not face any problem with their children's emotion regulation. They said just like any other time, they listen very attentively as I said before my baby is quite self-regulated, that is not a problem (IDI # 1, 16.10.2020).

Mothers' practices to enhance children's attention and thinking skills

Most of the participants confirmed that they make the children practice at home to increase their attention and thinking skill. One mother plays some freezing games to increase his patience level so that she doesn't move. As a result, her impatience seems to have diminished (IDI # 1, 16.10.2020). Mother B said, "I say the same thing in different ways, once in one way and again in another way so that he can do the same thing, he can think the same thing in two ways" (IDI #2: 21.10.2020). One mother stated,

"I let him match the puzzles, teach reverse counting. Working step by step is to do these things so that he remembers. For example, I do another work to draw his attention, that is, I spread the popcorn, I say pick that up one by one in the bowl. He does it attentively" (GD, 25.10.2020).

Among them one of the mother's said,

"For my daughter, her favorite work is drawing. I cut and make puzzle pieces with her drawing and let her match those. She likes crafting also. Sometimes she draws a tree. She colors leaves black instead of green. I don't object to this. I encourage them to do things as they want"(IDI #3: 21.10.2020).

But a few mothers say they don't do much to improve attention skills in COVID-situation. One of them 'Z' said I didn't do anything at this point. However, at home, he plays various games with other family members. They play drawing games in different books with attention and play Name country flower and fruit (GD, 25.10.2020).

Mothers' balancing on responsibilities between household chores and child care:

Most of the mothers are facing a problem with balancing responsibilities between household chores and child care. Due to COVID -19, a few mothers cannot take helping hands from outside. One mother stated that,

"Though I'm a housewife, it's very tough to balance as I have no maid at home. Previously his father went out with him, but as he is a doctor he has to maintain quarantine, he can't give time to him. So I have to give my child more time. I encourage him to play. My child seems to be a little stubborn (Group discussion: 25.10.2020)

The mothers in the group discussed that they work when the children are asleep and finish work before they wake up in the morning. Otherwise, it's impossible to do anything. One of the mothers said, "When I cook or if I had a headache, his dad gives him time, again, when his father works from home, I bring him with me, not like there is a meeting in his office or he is on call, I bring him. So this is the balance between us in child management (IDI #2: 21.10.2020). But a few mothers have helping hand, and from a joint family, their husbands are also very supportive and help with household chores, so they have to face less problems. As everyone does household tasks, so they get relief. Among them one mother stated,

I have to face big problems in doing this because children want more attention these days. On the other hand, I have household chores, so it's difficult for me to give them the proper time (IDI #3, 18.10.2020)

Role of family members in developing children's self-regulation skill

Most mothers say that they got help from their family members for their children's self-regulation skills. One of the mothers B said, 'My husband helps a lot; he does everything as a father to create this self-regulation. My mother-in-law also does, but even though it sounds bad, she is getting older. They don't give 100% to their grandchildren like their own children. After that, she cuddles and cuddles as much as she can for my child (IDI #2: 21.10.2020). Similarly, a few mothers narrated, "I got help from my family, his grandparents used to support him when they came, and they used to bring the children of the building. Thus he has overcome the emotional crisis at this time, and I get this kind of support from everyone" (GD, 25.10.2020). Among them one of the mothers "Y" stated,

"Everyone supports me in terms of self-regulation. As he was eating, maybe he went to draw a picture in the middle of the meal, then everyone else in the house explained to him and asked him to eat. Everyone is supportive in this matter."(GD, 25.10.2020)

A few mothers said that they don't get support from family members in developing children's self-regulation skills. One of them said "In terms of children's emotions, I don't get support often. Our forebears like grandmother, mother, they are friendly with children. For me, sometimes I try to be a little strict with my children. Sometimes I give restrictions for any work to my children though they get stubborn. But elders of the family allow them for the sake of love for children as consequence children think that being stubborn can help them to get anything. So, it's hard to practice any good habit without getting support from elders of the family" (IDI #3: 21.10.2020). Similarly, another mother stated, I got support in the normal situation but I didn't get any support in this pandemic situation as there was no one, and because my husband is busy at office

from 9 am to 10 pm. Sometimes he goes out, and he has to be kept in a separate room. He can't come to the child (IDI #4: 19.10.2020). Mother Y ended her speech by saying,

I got a lot of support, but our social background is that we are housewives, our work is not a job. However, in emotion or self-regulation, they are often not systematic and do not understand. Sometimes I am told to do the opposite, not this way. Sometimes I receive positive and sometimes negative support" (GD, 25.10.2020).

Theme 4: Challenges faced by mothers in children's Self-regulation during COVID-19 pandemic situation

Every mother has faced various challenges to self-regulate their children. Everyone has faced different challenges, their experiences are different.

Mother A stated, "The challenge I felt with my eldest daughter was when she took a class on Google Meet, opened the jam boat in the online classroom, and I was a little disappointed in her activity. When I scolded her lightly, she immediately shut it down. I had a lot of problems with mobile phone addiction with 3 years old child. Because of the joint family, she would get the phone when she goes downstairs, but she would shout and cry a lot when she doesn't get it from me. That problem has bothered me a lot. I used to give her another toy and she would throw it away."(IDI #1: 18.10.2020).

Mother B shared her experience. During COVID-19 time, the 1st month of lockdown was very challenging for me and I was getting a lot of news about being attacked by Corona virus. I used to try to keep my son busy in various ways. My son also wanted to go out. His father would show it then, like where the lizard is, what grandpa is doing or playing something new, we ordered toys online later. Although at that time the order was not an online shop and all were off (IDI #2: 21.10.2020).

Mother C narrated, "I feel very challenging to handle situations when children get stubborn with anything. Sometimes I lose my temper if I could not make them understand. Sometimes I feel upset mentally and react rudely and beat them, which makes things difficult to handle. On the other hand, if I quietly talk with them, then they understand the situation. If I am happy mentally, I can give quality time to children, but if I could not, then it's challenging (IDI #3: 23.10.2020).

Mother D mentioned that she had faced a lot of challenges. "I don't have to give much when the baby is crying and rolling, I can't do anything. At home, all 3 of us are frustrated, and there is nothing to do, sometimes threatening and scolding. If there is something to negotiate, I give it, if it is not possible, I can't give it. It's actually because of this COVID-19. The family is facing economic losses; otherwise, I could manage earlier. I can't do anything now. So I'm blaming this time for my limitations (IDI #3: 19.10.2020).

In Group Discussion, when we talked about mothers' challenges in children's Self-regulation during COVID-19 pandemic situation, Mother X said, "That way I didn't feel challenged at this point." But Mother Y said that she faces the biggest challenge if she doesn't give the mobile, the child cries a lot, rolls on the floor, has to give the mobile during meal time. Otherwise, he will not eat food. He can't completely break his habit by doing this. It is tough for her to overcome this Challenge. And Mother Z described that "I used to say it challenging when I would take her to the shopping mall or if she liked something somewhere she would buy. If I don't buy it, she will cry and roll, which is very embarrassing. But, I was saying that I would bring toys from outside during this corona, but I would not take her out. I made her feel that I am angry. She shows her stubbornness. The family is economically in a constraint during this COVID time, so the children are not treated in the same way as before (GD, 25.10.2020).

The findings can be summarized as mothers are facing more challenges in practicing self-regulation of the children in COVID-19 situation rather than in normal situation.

Discussion

The researcher analyzed mothers' perceptions from their understanding, experience, practices, and challenges on self-regulation of children aged 3-5 in COVID-19 scenario. Initially, in the chapter, the interpretation of the findings is presented, which has appeared during the study and provided an analysis of the research evidence regarding the existing literature. In this section, the interpretation of the findings is presented in four themes.

Theme 1: Mothers' Understanding of Self-Regulation

The study's demographic profile indicates that all mothers were well educated, and the study showed that they were the primary caregivers of children in the family. The data findings of the study suggested that mothers' understanding of how they define self-regulation is differentiated. Some mothers understand self-regulation, meaning self-discipline. From the interview it appeared that, they know about children's attention, emotional behavior and thinking.

The researcher identified that mothers think children's attention and thinking skills depend on their mood. They should help them, where this self-regulation is important from their early age. The same is said in encyclopedia on early childhood development (2012), in general, young children's self-regulation including behaviours that imitate effortful control has been positively associated with maternal support and sensitivity. According to Shonkoff & Phillips (2000), and Boekaerts, et al., (2005), "self-regulation skills incorporate the skill to manage emotions which enables developing trusting bonds, focusing attention and remembering and following instructions" (as cited in Babar and Norman, 2020, p.156), which the researcher found to match the views of the

mothers. According to all the mothers, as discussed in the literature review, managing emotions, and focusing attention, becoming responsible and developing self-confidence are aspects of self-regulation.

It was clear from the study findings that from the perspective of mother's perception, children's mothers play a vital role in providing self-regulation to children when they were asked about the importance of self-regulation.

The study findings showed that most mothers were aware of this in the ongoing Corona situation, and a few mothers explained to their children what COVID-19 is. The media and television had also played a big role in keeping children informed about COVID-19.

Correspondingly a global research series, Save the Children (2020), showed a higher proportion of children in an urban area (12%) vs. rural area (5%), reporting, "The adults do not talk to me about COVID-19". "Less than half (46%) of children said they were listened to when they were talking to their family about COVID-19. So the researcher thinks every parent should talk to their children about this COVID-19 and follow the guidelines issued by various organizations such as WHO, UNICEF, and Save the Children.

Theme 2: Experiences of children's Self-regulation during COVID-19 pandemic situation:

Daily activities (Pre-pandemic vs. Pandemic):

It is evident from the study findings that mostly mothers think that the Pandemic has changed their day-to-day activities from pre-pandemic, with all closures due to lockdowns, being asked to keep a distance from each other. Mothers realized that the children are being unfairly affected by the school's closure and the loss of proper education system due to the Corona. Due to the constant stay at home, the children

have become annoyed towards other family members as well. Similarly, Dana (2020), stated that children shared with them that they could not communicate with friends and family because of confusion, fear, and frustration.

When the mothers described the difference between their daily activities as Pandemic and pre-pandemic, it was in line with the study done in Italy named how home confinement and the related social restrictions imposed impacted mothers and their preschool children's behavioral habits and psychological well-being. The result of Italian study showed that these restrictive actions had negative effects on mothers' and their children's behavioral and psychological levels, which is similar in current studies. Children' sleep quality was, on average, although their sleep timing strongly shifted (Giorgio et al., 2020).

In this study, mothers were agreed that due, to covid-19 situation, the children could not be admitted to the school, and those who went to preschool had a lot of impact because of the school closure in this situation.

Likewise, a new research revealed that 89% of parents say that school disturbances have led to children overall stress and anxiety. 56% say their own child has felt sad or stressed, 60% say their child has friends or peers who are already dealing with mental wellbeing or anxiety (Pearson & NJ, 2020).

Children's interaction with family members and peers (Pre- Pandemic vs. Pandemic)

Data reveals that mothers acknowledge the benefits of social interaction. Children were more sociable in Pre pandemic situation. According to Vygotsky (1978), the child's important learning occurs through social interaction with a skillful tutor. Correspondingly, Bowlby (1969) believes that this attachment is qualitatively different from any successive attachments and argued that the mother's relationship is somehow

different altogether from other relationships. Two significant theorists' theories show how important social interaction and attachment are for 5 year old children whereas children are deprived of peer interaction and family attachment during this Pandemic period. In the same way the study One Poll survey of 15,000 parents in UK, commissioned by Barbie, found that over two thirds of parents are concerned about how lockdown has affected their children in Pandemic situation (Barton, 2020).The researcher identified that mothers are very anxious about the children's transition fear and children cannot tolerate any change. This fear has now grown more because of COVID-19.

Experience about children's physical activities during Covid-19 Pandemic

The study findings showed that mothers perceive that children have not been doing proper physical activities during COVID-19. In addition to various fevers, colds and coughs, children also feel deficient in vitamin D. Mothers are anxious that Children are suffering from vitamin D deficiency due to home confinement, and as a consequence suffering from emotional and behavioral problems due to vitamin D deficiency. The Results here may be similar to those found in culturally and nationally diverse families living in different geographic regions, Moreover, similar kind of result was found in the study conducted in Rocky Mountain region of the United States. Regarding specific stressors, approximately 21%–47% of parents reported that their children experienced changes to their physical and learning activities respectively due to COVID-19.The most prevalent stressor among children included changes to their mood and less physical activity (Browen et al., 2020, p. 1–3). According to Robinson et al., (2019), Childhood vitamin D deficiency may result in aggressive behavior during puberty, as well as anxious and depressive moods. Yu et al., (2020) found that, During March 1-

June 30, 2020, home confinement resulted in a rise in the proportion of children aged 3 to 6 years with vitamin D deficiency relative to the similar months in earlier years, and the most significant increase was observed in March 2020.

Experience about children's emotional changes during Covid-19

Pandemic:

The study findings showed that mothers perceive that most common problems were the emotional distortion of their children in COVID-19 situations mothers have never seen it before. Children are physically and socially isolated and miss school for a prolonged period. To properly address their desires, it is important to consider their responses and emotions. Similarly, according to European pediatric Association 'many researchers have reported the harmful consequences of emotional trauma related to stressful experiences in children. Symptoms of anxiety, exhaustion, lethargy, diminished social contact and reduced appetite are commonly reported (Jiao et al., 2020).

According to another research by Save the children (2020), 59% of children feel sad than before the Pandemic. A study published in The Lancet Journal (2020) found that People in quarantine also reported numerous signs of psychiatric illnesses. They are both associated with fatigue, stress, short-temperature, anxiety, boredom, mental disease, and post-traumatic stress disorder. Each of the observations fits the present study.

Mothers' observation about the behavioral changes in children during a

lockdown:

Researcher found that mothers have been facing behavioral problems, such as emotional problems in their children. The researcher identified that behaviors such as talking less, irritated behavior, excessive mobile addiction, crying unnecessarily, shouting loudly, rolling on the ground, etc., which mothers did not have in pre-

pandemic. Likewise, latest study Report in the China, researchers found related findings that, epidemic-related factors can predict children's behavior. School-age children were more expected to have bad behavior during the epidemic (Bai, et al., 2020).

Experience about attention and thinking skills of children

The study's findings demonstrate that according to mothers, the children were not paying attention; they become disorganized suddenly. The same things happen with their thinking skill. If their thinking skill increases, creativity will increase. A previous study done by B. Robinson a et al., (2009, p. 83). It demonstrates that it is very interrelated with the link between parental scaffolding and the ability to monitor child interest in pre-school children. The results provide new knowledge essential for parent strategies to improve the ability of children to control attention. Present study also reveals that due to the consequence of COVID -19 and time constraints mothers rarely scaffold their children.

Theme 3: Practices of self-regulation during COVID-19 Pandemic

Subtheme 1: Measures taken by the mothers to support children's transition or any changes

Findings from the study demonstrate that mothers had taken the initiatives for their children to cope with any transition or changes smoothly and mothers address it through giving them some physical activities, bought them different toys, played with them as much as they could. Concerning vitamin D deficiency, mothers are sending their children to the rooftop in the sunlight. All mothers try their best to ensure proper physical activity at this time. Cooke, et al., (2020) stated, "Our research shows that due to COVID-19, parents and children are experiencing greater levels of concern and

pressure. With contentious and sometimes shifting information about the procedure, these feelings of hesitation may increase. While levels of nervousness and stress may be high, parents play an influential role in helping children cope, inspiring a positive transition and helping to reduce children's anxiety and worries".

Measures taken by the mothers to support children's emotional activities, attention and thinking skills:

Researcher has found that in studies, at this time in COVID-19, every mother has taken various steps to regulate their children's emotions. Sometimes, they had succeeded, and sometimes mothers had to negotiate. To regulate their children's emotions, some mothers try to convince them, sometimes even taking them out at this time, which is risky. But in this time of uncertainty, some mothers are unable to regulate their children's emotions. In the same way, mothers use various games such as freezing games, puzzle matching, drawing, and cutting paper to improve children's thinking and attention skills. And in this case, not all mothers can do all this work for their children, because of COVID-19 their mental state is not always favorable.

For this reason this practice has been mentioned in Previous Literature, as well as WHO, UNICEF and many other university journals have given various guidelines for self-regulation of the children in lockdown. According to the Nielsen, et al. (2020), with self-regulation, often children and adults are overwhelmed, finding it challenging to be inspired and concentrated on schoolwork without the structure of the classroom.”

Mothers' balancing responsibilities between household chores and child care and the role of family members in developing children's self-regulation skill

The researcher identified that mothers face different problems balancing responsibilities between household chores and child care during this Corona. It is clear that the mothers were not able to take care of the child as well as the housework, while other family members and husbands also helped in some cases in COVID-19 situation. One thing that had come up is that everyone in the family thinks that homemaker mothers do not have much work. None of the family members take the homemaker mothers work seriously.

In some cases, they do their household chores early in the morning, so that mothers can give quality time to their child. Likewise, a majority of parents reported experiencing difficulty balancing responsibilities between domestic work and child care with symptoms of anxiety and depression (M.Browen et al., in press, 2020).

On the other hand, the research findings revealed a variety of responses in this regard. A few mothers said that the role of family members in developing children's self-regulation skills is not so satisfactory. Other mothers got help from family members in developing children's self-regulation skills. However, in order to develop self-regulation during Corona, many mothers said that, although they used to receive support before Pandemic, they did not receive any support at this time.

Though some literature such as, studies done by Timothy and Karen (2019), Taylor et al., (2017), as cited in Bai, et al., (2020) suggested that in pandemic situation, family members should provide emotional support to each other to reduce the psychological pressure. Psychological professionals should provide self-adjustment methods for the public online. In general, all sectors of society should strengthen the psychological counseling of different groups of people.

Theme 4: Challenges faced by mothers in children's self-regulation during COVID-19 pandemic situation

The data findings suggested that mothers gave mixed responses when they were asked to share their experience on facing challenges in children's self-regulation during COVID-19 pandemic situation. Most mothers had felt the extreme challenge in this COVID-19 situation in terms of self-regulation of children from their own side.

Many mothers give punishment as well as scolded to self-regulate their children, which further complicates their covid-19 situation. For example, researcher has found that most mothers beat up their children and think it is normal, if they do not listen properly, or behave unnecessarily irritably. In research from Gottman et al., (1997, p. 155) punitive responses include anger or threats, and it has indicated that negative parent reactions to children's negative emotions which is becoming frustrating with continually overwhelming their emotions.

According to most of the mothers, during this COVID-19 time, the things that came up the most were children using too much mobile phones and spending more screen time. As a result, the children were facing various problems and not being allowed to use the mobile. Then children were behaving rudely. Researcher came to know that some of the mothers couldn't overcome these challenges. That's why UNICEF (2020) suggested, during lockdown, parents should use the extra time they spend with their children to learn more about each other's environments, both digital and physical, as the COVID-19 pandemic shows that we are highly relying on digital technologies.

The researcher also found out that mothers also go through emotional chaos during this time of crisis beside children. Prolonged lockdown can lead to poor mental health for mothers, leading to frequent misbehavior with children. This misbehavior creates more problems for children to self-regulate and children's mental health is being severely disrupted. The Lancet series also agrees that "Perinatal mental disorders are associated with increased risk of psychological and developmental disturbances in children (Stein,

et al., 2014). In fact, emerging research has shown that mothers suffer the impact of COVID-19 which is associated with increased maternal stress and, in turn, increased risk of harsh parenting. This makes it difficult for mothers to self-regulate their children.

The researcher further realized that the impact of the epidemic on household income and parents' worries about their children were more strongly correlated with children's behaviors. According to Liu, et al., (2019), previous studies about SARS-CoV-2 have shown that family economic conditions have a regulating effect on children's behavior which is similar in current studies (as cited in Bai et al., 2020). Although it turns out that this time is economically very critical. COVID-19 has rapidly affected our day-to-day lives, businesses, and disrupted the world trade and movements (Haleem, 2020).

Researcher identified some of the respondents were from nuclear family and some of them were from a joint family. But in both cases they mentioned they get support from mothers-in-law, mothers, or both. Some mothers said, being in a joint family has given them many advantages over self-regulation of their children, since there were many members in the family, they could easily explain to the child if the child faces any problem. Research by Paduval, & Paduval, (2009) reflects a similar idea, "In Asian countries, and many joint family systems, grandparents and other family members fulfill the need for childcare-they take over the work of childcare.

On the contrary, being in a nuclear family, many mothers have had to face many problems during the Pandemic, especially due to the lack of helping hands. In research from Tiwari, et al., (2020) stated that nuclear families played less positive roles in managing play behaviours, sleep habits, television watching, and other children's activities compared to joint families during COVID-19.

From the above discussion, it is evident that every homemaker mother regulates their work as well as preschooler children's etiquette and behavior. They have also adopted various strategies to enhance attention skills and thinking skills of their children. Mothers think that due to COVID-19, multiple problems and family incompetence affect children's self-regulation skills which is quite compatible with other countries' children's behavioral and emotional issues.

Conclusion:

From the above findings, it can be concluded that homemaker mothers face problems in regulating their children in the COVID -19 scenario. This research attempted to understand that homemaker mothers have encountered more problems with their children during the time that they have not felt before, and children are experiencing much emotional distress due to home confinement. The Coronavirus Disease (COVID-19) pandemic and related lockdown measures have raised important questions about the impact on children mental health.

Some mothers were more knowledgeable regarding this situation, and they are practicing self- regulation skill with their children properly, while others can't do due to different family pattern issue. Sometimes children can't hold their attention span, facing emotional and behavioral problems. Therefore, children are affected by punishments. In order to help their children self-regulate, other family members must play a protective function, because at times it becomes quite impossible for the homemaker mothers to manage everything all by herself. Another thing that can be noticed here is that mothers suffer from mental depression at this time of pandemic. There are also financial issues in some families during COVID-19 that affect a homemaker mothers more.

The homemaker mother and the whole family can play a role in the children's self-regulation during this Covid-19 since the period of 3 to 5 years is the precise duration of socialization and interaction. Children need support during the quarantine due to a global pandemic.

In that case, if homemaker mothers feel more self-confident in managing and balancing between their parental tasks and their children's emotions, this aspect can positively affect their children's positive self-regulation skills.

Recommendation:

The aim of this research is to study how the homemaker mothers perceive and practice self-regulation of their children age 3-5 in COVID-19 scenario. Here, the perception was examined in terms of how they understand, experience, and practice their children's self-regulation in this COVID-19. Mothers are thinking about their children's development in a broader head, but there are many limitations in this Covid-19 situation. For this, here are some recommendations based on the findings of this research.

- Parents should discuss COVID-19 with their children in an honest and age appropriate way. If children have questions, discussing them together will improve their insecurity. Children can watch adults' attitudes and feelings and learn to handle their own emotions in tough periods.
- Parents need to actively engage in all self-regulation-related activities at home and scaffold and facilitate self-regulation effectively with their children. Screen time should be limited, physical activities, and more interaction among the family members need to be encouraged.

- Children can practice self-regulation through activities, songs, dance, and games and learn through play, and making learning fun is a terrific way to promote self-regulation at home supervised by parents and other family members. .
- Maintain as often as possible familiar routines in everyday life or develop new routines; provide children with interest in age-appropriate events, including their knowledge activities.
- Homemaker mothers take care of everything in the family. Everyone in the family should come forward and not just rely on mothers to reduce the child's impulsive behavior and emotional distress. Homemaker mothers should take some time for themselves. By sharing work with other family members and following a routine, mothers can give more attention to their children.
- The government can also take the initiative to develop messages regarding the importance of young children's self-regulation for parents through telecommunication or media. Government and private television channels can highlight the importance of young children's self-regulation through cartoons and educational programs during COVID -19.
- More researches can be conducted focusing on aspects of self-regulation which promote children's Socio-emotional development. Need further researches with a larger sample & diverse population groups for further exploration on this topic.

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Appendix A
In-Depth Interview

Homemaker Mothers' Perception and Practice on Self-regulation of Children age 3-5 in COVID-19 Scenario:

Research objectives:

1. To know homemaker mothers understand or experience of the self-regulation skills of their 3 to 5 years old children in this COVID-19 situation.
2. To identify the mother's support for children's in practicing self-regulation skills in this COVID 19 situation.

Research Questions:

1. How homemaker mothers understand or experience the self-regulation skills of their 3 to 5 years old children in this COVID-19 situation?
2. How do homemaker mothers support their children's practicing self-regulation skills in this COVID 19 situation?

Respondent No & Name:	Educational Qualification	Age	Family type	No of child	Child's Age	Sex
1. A	BBA	26	Joint	2	3 years 5 years	Female
2. B	M.B.A.	32	Joint	1	3 year	Male
3. C	M.S.C.	36	Nuclear	2	5 years	Female
4. D	M.S.S.	29	Nuclear	1	5 years.	Male

General Understanding and Perception of Self-regulation in COVID 19 situation

1. What do you understand by the term self-regulation?

2. Do you know about how children behave or express their emotions? Have you ever heard about behavior or emotion regulation?
3. Do you know about children's attention skill and thinking skill? Could you explain please?
4. What do you think about the importance of children's self-regulation?
5. What do you know about lockdown in COVID 19?

Self-regulation Practice in COVID 19 situation:

6. What are the daily activities of your child in normal situation?
7. How do you spend time with your child?
8. How does your child interact with family members and peers?
9. How does your child react on changes?
10. Did you discuss COVID 19 issues with your child in detail?
11. How does your child spend time in this COVID 19 situation at home?
12. How do you adjust and balance between your household works and managing your child?
13. As your child is not able to play outside do you think it is affecting their physical development?
14. Since your child is confined at home for a long time, do you think it may affect their emotional development?
15. Do you notice any behavioral changes in your child in this situation?
16. How do you respond to these changes? Have you taken any special measures?
17. Do you think attention skill and thinking skill are important for her/his development? For example, if you give your child an instruction to do something does he/she follow the instruction attentively? Can your child identify and count numbers or letters of the alphabet serially?

18. Do you take any specific strategies to develop your child's attention and thinking skills? Please explain.
19. What do you do to control your child's emotions in this situation? If she/he demands something that might not be suitable for her /him than how can you control?
20. Do you get any support from other family members in building your child's self-regulation skills? If yes, then how do they help you?
21. Do you face any challenges with your child's self-regulation? If yes, what are they? How do you overcome these challenges? Could you please explain this? For example, if your child demands to access any electronic device then how do you negotiate it?

প্রশ্নমালা

1. আপনি কি সেলফ রেগুলেশান সম্পর্কে কিছু জানেন?
2. আপনার কি কোনো ধারণা আছে বাচ্চা কিভাবে তার আচরন এবং ইমোশোন প্রকাশ করে? অথবা, আপনি কি কখনো আচরণ বা আবেগ নিয়ন্ত্রণের কথা শুনেছেন?
3. বাচ্চা কিভাবে মনোযোগ ধরে রাখে মানে আপনার ইন্সট্রাকশান মেনে চলে এবং চিন্তা করে, এ বয়ে আপনার কোনো ধারণা আছে? দয়া করে বলবেন?
4. শিশুদের এই সেলফ রেগুলেশানের গুরুত্ব সম্পর্কে আপনি কি মনে করেন?
5. COVID 19-এ লকডাউন সম্পর্কে আপনি কি কিছু জানেন?

সেলফ রেগুলেশানের অভ্যাস এই কোভিড -১৯ এর সময়ে:

6. স্বাভাবিক পরিস্থিতিতে আপনার সন্তানের দৈনন্দিন কার্যকলাপ কি?
7. আপনি কিভাবে আপনার সন্তানের সাথে সময় কাটান?
8. আপনার সন্তানরা কিভাবে পরিবারের সদস্য এবং সমবয়সীদের সাথে মিথস্ক্রিয়া করে?
9. পরিবর্তনের ব্যাপারে আপনার সন্তানের প্রতিক্রিয়া কেমন?
10. আপনি কি আপনার সন্তানের সাথে কোভিড ১৯ টি বিষয় নিয়ে বিস্তারিত আলোচনা করেছেন?
11. আপনার সন্তান কিভাবে বাড়িতে এই COVID 19 পরিস্থিতিতে সময় কাটায়?

12. আপনি কিভাবে আপনার পরিবারের কাজ এবং আপনার সন্তানকে পরিচালনা করার মধ্যে সমন্বয় এবং ভারসাম্য বজায় রাখবেন?
13. যেহেতু আপনার সন্তান বাইরে খেলতে পারছে না, আপনি কি মনে করেন এটা তাদের শারীরিক বিকাশের উপর প্রভাব ফেলে?
14. যেহেতু আপনার সন্তান বাড়িতে বন্দী, আপনি কি মনে করেন এটা তাদের মানসিক বিকাশের উপর প্রভাব ফেলে?
15. এই পরিস্থিতিতে আপনার সন্তানের কোন আচরণগত পরিবর্তন লক্ষ্য করেছেন?
16. আপনি এই পরিবর্তনগুলিতে কিভাবে সাড়া দেবেন? আপনি কি কোন বিশেষ ব্যবস্থা নিয়েছেন?
17. আপনি কি মনে করেন মনোযোগ বাড়ানো এবং চিন্তা শক্তি বাড়ানো তার উন্নয়নের জন্য গুরুত্বপূর্ণ? ধরুন, আপনি আপনার বাচ্চাকে আদেশ দিলেন কিছু করার জন্য, সে কি তা এটেন্টিভলি শোনে বা করে? বা আপনার বা সে কি একাধারে নাম্বার মনে করে বলতে পারে বা লেটার বা আলফাবিট চিনে বলতে পারে?
18. আপনি কি মনোযোগ এবং চিন্তা শক্তি বাড়ানোর জন্য কোন নির্দিষ্ট কৌশল গ্রহণ করেছেন কি? বিস্তারিত বলুন।
19. শিশুদের আবেগ নিয়ন্ত্রণ করতে আপনি কি করেন? যখন সে কিছু দাবী করে যা তার জন্য ঠিক না, তখন আপনি তা কিভাবে মেনেজ করেন?
20. আপনার সন্তানের সেলফ রেগুলেশান গড়ে তুলতে আপনি কি পরিবারের অন্যান্য সদস্যদের কাছ থেকে কোন সমর্থন পান? যদি হয়, তাহলে তারা কিভাবে আপনাকে সাহায্য করবে?
21. আপনি কি আপনার সন্তানের আত্মনিয়ন্ত্রণের সাথে কোন চ্যালেঞ্জের সম্মুখীন হবেন? যদি হয়, তারা কি? আপনি কিভাবে এই চ্যালেঞ্জগুলো অতিক্রম করবেন? আপনি কি দয়া করে এটা ব্যাখ্যা করতে পারেন (ধরুন, আপনার বাচ্চা বিভিন্ন ইলেকট্রনিক্স ডিভাইস সারাক্ষন চায়, আপনি কিভাবে তা নেগোশিয়েট করেন?

Annex-2

Group discussion Guideline

Homemaker Mothers' Perception and Practice on Self-regulation of Children age 3-5 in COVID-19 Scenario:

Research objectives:

3. To know Homemaker mothers understand or experience of the Self-regulation skills of their 3 to 5 years old children in this COVID-19 situation.
4. To identify the Mother's support for children's in practicing Self-regulation skills in this COVID 19 situation.

Research Questions:

3. How homemaker mothers understand or experience the self-regulation skills of their 3 to 5 years old children in this COVID-19 situation?
4. How do homemaker mothers support their children's practicing self-regulation skills in this COVID 19 situation?

Respondent No.& Name:	Educational Qualification	Age	Family type	No of child	Child's Age	Sex
1. X	BA	28	Joint	1	3 years	Female
2. Y	M.A.	32	Nuclear	1	3 year	Male
3. Z	MA	33	Joint	1	5 years	Female

Perception and Practice of children's of Self-regulation in COVID 19 situation

1. What do you understand by the term self-regulation?
2. Do you know about how children behave or express their emotions? Have you ever heard about behavior or emotion regulation?
3. What do you think about the importance of children's self-regulation?

4. What are the daily activities of your child in normal situation?
5. How do you spend time with your child?
6. How does your children interact with family members and peers?
7. How does your child react on changes?
8. What do you know about lockdown in COVID 19?
9. Did you discuss COVID 19 issues with your child in detail?
10. How does your child spend time in this COVID 19 situation at home?
11. How do you adjust and balance between your household works and managing your child?
12. As your child is not able to play outside do you think it is affecting their physical development?
13. Since your child is confined at home for a long time, do you think it may affect their emotional development?
14. Do you take any specific strategies to develop your child's attention and thinking skills? Please explain.
15. What do you do to control your child's emotions in this situation? If she/he demand something that might not be suitable for her /him than how can you control?
16. Do you get any support from other family members in building your child's self-regulation skills? If yes, then how do they help you?
17. Do you face any challenges with your child's self-regulation? If yes, what are they? How do you overcome these challenges? Could you please explain this? For example, if your child demand to access any electronic device then how you can negotiate it?

প্রশ্নমালাঃ

1. স্ব-নিয়ন্ত্রণ শব্দটি দ্বারা আপনি কি বুঝতে পারছেন?
2. আপনি কি জানেন শিশুরা কিভাবে আচরণ করে বা তাদের আবেগ প্রকাশ করে?
3. আপনি কি কখনো আচরণ বা আবেগ নিয়ন্ত্রণের কথা শুনেছেন?
4. শিশুদের স্ব-নিয়ন্ত্রণের গুরুত্ব সম্পর্কে আপনি কি মনে করেন?
5. স্বাভাবিক পরিস্থিতিতে আপনার সন্তানের দৈনন্দিন কার্যকলাপ কি?
6. আপনি কিভাবে আপনার সন্তানের সাথে সময় কাটান?
7. আপনার সন্তানরা কিভাবে পরিবারের সদস্য এবং সমবয়সীদের সাথে মিথস্ক্রিয়া করে?
8. পরিবর্তনের ব্যাপারে আপনার সন্তানের প্রতিক্রিয়া কেমন?
9. COVID 19-এ লকডাউন সম্পর্কে আপনি কি জানেন?
10. আপনি কি আপনার সন্তানের সাথে কোভিড ১৯ টি বিষয় নিয়ে বিস্তারিত আলোচনা করেছেন?
11. আপনার সন্তান কিভাবে বাড়িতে এই COVID 19 পরিস্থিতিতে সময় কাটায়?
12. আপনি কিভাবে আপনার পরিবারের কাজ এবং আপনার সন্তানকে পরিচালনা করার মধ্যে সমন্বয় এবং ভারসাম্য বজায় রাখবেন?
13. যেহেতু আপনার সন্তান বাইরে খেলতে পারছে না, আপনি কি মনে করেন এটা তাদের শারীরিক বিকাশকে প্রভাবিত করছে?
14. যেহেতু আপনার সন্তান দীর্ঘ সময় ধরে বাড়িতে বন্দী, আপনি কি মনে করেন এটা তাদের মানসিক বিকাশের উপর প্রভাব ফেলতে পারে? আপনি কি আপনার সন্তানের মনোযোগ এবং চিন্তা করার জন্য কোন নির্দিষ্ট কৌশল গ্রহণ করেন? দয়া করে ব্যাখ্যা করুন।
15. এই পরিস্থিতিতে আপনার সন্তানের আবেগ নিয়ন্ত্রণ করতে আপনি কি করেন?
যদি সে এমন কিছু চায় যা তার জন্য উপযুক্ত নাও হতে পারে, তাহলে আপনি কিভাবে নিয়ন্ত্রণ করতে পারেন?
16. আপনার সন্তানের স্ব-নিয়ন্ত্রণ দক্ষতা গড়ে তুলতে আপনি কি পরিবারের অন্যান্য সদস্যদের কাছ থেকে কোন সমর্থন পান? যদি হ্যাঁ হয়, তাহলে তারা কিভাবে আপনাকে সাহায্য করবে?
17. আপনি কি আপনার সন্তানের আত্মনিয়ন্ত্রণের সাথে কোন চ্যালেঞ্জের সম্মুখীন হবেন? যদি হ্যাঁ হয়, তারা কি? আপনি কিভাবে এই চ্যালেঞ্জগুলো অতিক্রম করবেন? আপনি কি দয়া করে এটা ব্যাখ্যা করতে পারেন? উদাহরণস্বরূপ, যদি আপনার সন্তান কোন ইলেকট্রনিক ডিভাইসে অ্যাক্সেস করতে চায় তাহলে আপনি কিভাবে এটি সমঝোতা করতে পারেন?

Annex-3

Mother's Consent Form

Title of the Research:

Homemaker Mothers' Perception and Practice on Self-regulation of Children age 3-5 in COVID-19 Scenario.

Purpose of the research:

As a part of my degree requirements from the Institute of Educational Development-BRAC University, I am doing this study to know Homemaker Mothers' Perception and Practice on Self-regulation of Children age 3-5 in COVID-19 Scenario.

Risks and benefits:

There is no risk to you for participating in this study and but directly or indirectly mothers of young children of age 3-5 will be benefited in future by raising awareness self-regulation skill in any epidemic and pandemic case.

Privacy, anonymity and confidentiality:

All information collected from you will remain strictly confidential. We would be happy to answer your questions about the study and you are welcome to contact me.

Future use of information:

Some of the information collected from this study may be kept for future use however in such cases information and data supplied to other researchers, will not conflict with or violate the maintenance of privacy, anonymity and confidentiality of information identifying participants in any way.

Right not to participate and withdraw:

Your participation in the study is voluntary, and you are the sole authority to decide for and against your participation in this study. Refusal to take part in the study will involve no penalty. If you agree to my proposal of enrolling yourself in my study, please indicate that by putting your signature the specified space below

Thank you very much for your cooperation

Signature of Investigator

Signature of Participant

Date:

Date: