

Parents' Perception on Mental Well-being of 3-5 Years Old Children During COVID-19 Lockdowns

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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

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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 properly cited through full and correct referencing.
3. The thesis does not have 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: Parents' perception on mental well-being of 3-5 years old children during COVID 19 lockdown

Student name: **Anika Nawar**

1. Source of Population: Parents who have children age 3-5 years old
2. Does the study involve (yes, or no) No
 - a) Physical risk to the subjects (N/A)
 - 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 (N/A)
 - 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)

Ethical Review Committee:

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Abstract

Due to the COVID-19 pandemic, children's mental well-being is being hampered. Mental well-being is essential for every stage of life. Child mental health is the absolute well-being and ideal development of a child in the emotional, behavioral, social, and cognitive domains. This lockdown impacts negatively children's mental health and welfare, resulting in a wide variety of mental health issues, such as stress, anxiety, depression, and so many other issues. Suddenly, parents had to handle their kids at home 24/7 for a long time. The study examined the parents' perceptions and practices towards children's mental well-being during COVID-19 lockdowns as it may be helpful in children's development and well-being.

A qualitative study has been conducted with 18 parents. The data has been collected through In-Depth Interviews and Focus Group Discussions via online platform.

The research findings disclosed that parents do not have so clear idea about mental well-being. They faced problems in managing their children's mental well-being in the COVID-19 lockdown. Most of the children were facing emotional and behavioral problems due to the environment created by COVID-19 lockdown and children became device addicted as well. Therefore, children were affected by home confinement that increased their stress, fear, anxiety, stubbornness, and affected negatively on daily routine, activities and learning. Few parents were more aware of this overall situation, and they have been trying to maintain their children's mental well-being, but unfortunately, they could not manage it properly. However, the rest of the parents could not do anything particularly due to different ways of thinking, family culture, and lifestyle. During this global pandemic, parents and other family members need to provide appropriate support to mitigate those developmental delays.

Keywords: Mental well-being; children 3-5 years; lockdown; COVID-19 pandemic;

Dedication

To my late parents, all of my ECD mates and my friends.

Acknowledgement

First and foremost, I would like to express my thanks to Almighty Allah because He has given me the opportunity and strength to complete this research.

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List of Acronyms

COVID-19- Corona Virus Disease 2019

ECD- Early Childhood Development

FGD- Focus Group Discussion

IDI- In-depth Interview

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

CDC- Center for Disease Control and Prevention

ODD- Oppositional-Defiant Disorder

iMMAP- Information Management and Mine Action Program

Chapter I- Introduction and Background

Introduction

Mental health embraces our emotional, psychological, and social welfare. It affects thinking, feelings, and actions. Having a healthy mental state is not just the absence of illness, but also it is a state of complete well-being (About Mental Health, n.d.). From childhood and adolescence through adulthood, mental well-being is essential at each stage of life. Child mental health is the absolute well-being and ideal development of a child in the emotional, behavioral, social, and cognitive domains. Children's mental well-being depends on if they think and feel positive about themselves and the world around them (Raising Children, 2021). Children's mental health is different from adult mental health because of the unique developmental milestones that children experience (Urajnik, et al., 2021). Children's mental well-being depends on some factors including good physical health, a balanced diet, good sleep, proper time for play, nurturing environment, good connection with peers and other people, and healthy relationship with parents and other family members. Parents are the primary caregivers and they can create a nurturing environment around their children by providing quality time, love, safety, care, encouragement, respect etc. to enhance their mental well-being (Canadian Pediatric Society, 2017). In the theory of change, Newland (2015) stated: "family well-being" as the foundation of "developmental parenting" and "child well-being" (Richter, et al., 2018). Children's mental well-being mostly depends on their parent's attitude and support. So, parents' perception of children's mental well-being is essential.

At the beginning of 2020, an unprecedented outburst of the novel Coronavirus has ascended all over and infected millions of people across the world. Due to this COVID-19 outburst, most countries' Governments imposed a lockdown. A lockdown is a situation when for some emergencies people cannot leave any particular place or area

where this lockdown is implemented. Different types of crises can bring lockdown and disrupt regular human life and COVID-19 pandemic is one of those crises (BI India Bureau, 2020). Along with adults, children are also affected by this pandemic and they are most vulnerable to this drastic situation, as they are forced to stay home for long times due to lockdown and school closure, resulting in the least communication with peers and diminished opportunities for exploration and physical activities (Jiao et al., 2020). All of these impacts negatively children's mental health and welfare, resulting in a wide variety of mental health issues, such as stress, anxiety, depression, sleeping difficulties, and so on (Dunleavy, 2020). One study of 4-8 years children's mental health showed economic problems indirectly affect negatively on child mental health through parent's mental health issues (Adegboye et al., 2021). In Bangladesh, parents showed concerns about behavioral changes and worried about the negative impact of COVID-19 lockdown on their children (Khondkar, 2021). A recent study by World Vision stated that 91% of children feel stressed about this long-time lockdown (2020). While COVID-19 lockdown highly affects children's mental well-being, parents' perception is very important to identify for further understanding of how to support children's mental well-being.

Statement of the Problem

Approximately 75% of children and young people have mental health problems but do not get any help that they need (Children and Young People, 2021). This COVID-19 pandemic brings more challenges and complexity in regular life for everyone, including children and adolescents which affects their mental well-being. Distress, agitation, uncertainty, school closure, social isolation, increased screen time, decreased peer participation, less physical activities and parental stress have adversely affected the mental health of children. COVID-19 pandemic has been put at risk for the mental

health of millions of children worldwide (UNICEF, 2021). Till March 2021, approximately, 330 million youths have been stuck at home, for at least nine months, as the virus spread uncontrollably from March 2020. Experience negative emotions such as fear, disappointment, grief, anxiety, anger, agitation, etc. are usual for children since it may be the prolonged, obstructive, and common nature of COVID-19 pandemic which has worsened the situation (UNICEF India, 2021). Moreover, increased screen time, anxious family relations, or inactive lifestyle at home cause other challenges. One study of Save the Children stated that a feeling of vulnerability, abandonment, and fright of being socially excluded, separated from loved ones are common in any epidemic, while long time stress and social isolation, as well as lack of outdoor play, can increase the negative impression on mental well-being in children, such as anxiety or even depression. During COVID 19 lockdown, schools are closed so children feel fear about falling behind in their education, they feel bored as they cannot go outside for play, and also children feel anxious about their loved ones if they get sick (Save the Children International, 2020). This mental health condition may hamper achieving developmental milestones. Toddlers may have separation anxiety, fussiness, clinginess, sleep cycle problem, frequent or intense tantrums, gadget addictions, etc. (HealthyChildren, 2021). Even, 3-5 years old children get worried about falling sick or their loved ones falling ill with COVID-19 which, disturbs their mental well-being (CDC, 2021). Certain behavioral changes may also be noticed in children under age 5, such as thumb sucking, bedwetting, unhealthy sleeping or eating habits, clinging to parents, fear of the dark, worsening in behavior, or difficulty with concentration (UNICEF, 2021). In Spain, one study was conducted where 3-6 years old children showed increases in emotional problems (29.2%), hyperactivity (44.4%), and behavior problems (38.2%) (Romero, et al., 2020). During this COVID 19 lockdown parents also

face so many difficulties in issues like health, food, work, economy, mental well-being, and social life. One survey of Save the Children reported, 96% of children and 95% of caregivers expressing increased negative feelings when schools had been closed for 17-19 weeks and 89% of parents and their children reduced mental and psychosocial wellbeing due to the COVID-19 pandemic (Thybell, 2020). One study showed parents are concerned about the socio-emotional development of their children and the unawareness of the impact of working stress on children during lockdown (Egan et al., 2021). Dr. Khairul Bashar of Manikganj Sadar Hospital said that being detached from the community and normal activities for a long time typically harms the mental well-being of children. Proper parenting skills are especially needed when children are kept forcefully in their homes (Dhaka Tribune, 2021).

Purpose of the Study

The purpose of this study is to understand the perception of parents on the mental well-being of their children during COVID-19 lockdown, particularly helping to manage emotional instability, soothe increasing stress, and try to support the overall mental well-being during the lockdown. The foundation of complete mental well-being builds early in life, with the help of proper stimulation like a healthy relationship or environment (Center on the Developing Child, 2013). The experience of early childhood shapes brain architecture. Early childhood mental health is a significant matter, and supporting mental well-being can make an enormous effect on society (Chen, 2016). The best thing parents can do for their children's physical and mental growth and thrive is to love and care for them entirely and give a safe and emotionally secure atmosphere (Targos, 2018). Many studies have been done all over the world to inspect the effect of COVID-19 lockdowns. Survey research conducted with parents from April to June 2020, found that 66.1% of 2 to 5 years old children have deterioration

in at least one domain among six domains of mental health (Cost et al., 2021). A study in Argentina conducted with parents of young children showed that 69.5% of the children have changes in their emotional behavior, and 55.3% of the parents reported that children change their daily routine during lockdown (Fasano, et al., 2021). The purpose of this study was to see the parents' perceptions and practices towards children's mental well-being during COVID-19 lockdowns as it may be helpful in children's development and well-being.

Justification and Significance of the Study

Children are stuck in their homes due to COVID 19 pandemic for almost 1.5 years. As COVID-19 crisis intensifies throughout the world, countries are using lockdown as one of the major quarantine policies to minimize the spread. Sometimes partial and sometimes full lockdowns are imposing but Governments do not withdraw lockdowns fully (BI India Bureau, 2020). Due to the closure of schools, parks, and other social gatherings, children become less active. This inactiveness leads to stress, anxiety, fear, and other mental health issues. Parents are also busy with their daily hassle and they are also being extremely stressed because of this pandemic and lockdown. As a result, parents cannot provide quality time to their kids to support their mental well-being during the lockdown. This study aims to investigate parents' understanding and perception of the impact of COVID 19 lockdown on their children's mental health and the support parents give to children's mental well-being. Zarin Zeba Khan, a senior official of World Vision International, stated that over 50% of the children were feeling stressed and struggling with anxiety due to the lockdown (Sakib, 2021). Aiysha Malik, a WHO mental health expert, feels that among all people most affected groups in this distinctive crisis are children, who are experiencing tremendous psychological trouble (Tabassum, 2020). According to Zarin Zeba Khan, a senior official of World Vision

International, parents and caregivers mostly overlook what children face, feel, and their social and personal behavior, but read children's minds to provide proper nurture to kids and adolescents is needed (Sakib, 2021). Children are detached from normal activities that push them into stress that may amplify the risk of psychiatric disorders that can lead to an acute stress disorder, adjustment disorder, and post-traumatic stress disorder (Dhaka Tribune, 2021). Involving in some works or inspiring daily exercise will help children to ease stress (Hurley, 2020). As in this pandemic maintaining a regular life is very challenging, so managing mental well-being is near to impossible for parents. The purpose of this qualitative research is to gather the information reflecting the parents' perceptions about mental health conditions of 3-5 years old children during a lockdown of Dhaka city. It is quite obvious that every parent aims to ensure healthy development in early childhood. It is a necessity for children and it should not get disrupted for this lockdown. A healthy mental state can only give a healthy development and a healthy development can bring a prosperous future. Worldwide there are various studies done on the perception of parents regarding mental well-being. A pandemic is an ongoing occurrence so till now very few significant studies could be found in the context of mental well-being of children during COVID 19 lockdown in Bangladesh; so, this study could be a remarkable study on the evidence of what parents are thinking of mental well-being during the lockdown and what challenges they are facing with it. It also could be a background for a larger-scale study in the Bangladeshi context to gain an understanding of the parental perception of the mental well-being of children (3-5) during the lockdown. Hence, this study is designed to gain an in-depth understanding of parents' perceptions about the importance and the challenges of maintaining a healthy mental state of children (3-5) during this lockdown.

Research Topic and Research Questions

Topic

Parents' perception on mental well-being of 3-5 years old children during COVID 19 lockdown

Research questions

What is the parents' perception on mental well-being of 3-5 years old children during COVID 19 lockdowns?

How do parents deal with their children's mental well-being during a lockdown?

What type of need-based support do parents give to their children to improve their mental well-being?

Operational Definition

Mental well-being: According to the World Health Organization (WHO), mental well-being is "a state of mental health in which the individual understands his or her abilities, can cope with the regular stresses of life, can work productively and constructively, and can contribute to his or her community". Mental well-being in childhood means reaching age-appropriate developmental and emotional milestones, and learning healthy social skills, and how to manage when there are obstacles (CDC, 2021).

Lockdown: A temporary condition imposed by governmental authorities (as during the outbreak of an epidemic disease) in which people called for staying in their homes and refrain from or limit activities outside the home involving public contact (such as dining out or attending large gatherings) (Merriam-Webster.n.d.).

Children 3 to 5: Early childhood (usually defined as 0-8 years old) is a period of remarkable physical, cognitive, socio-emotional, and language development. During this period children reach their developmental milestones (Early Childhood Care and Education, 2017). In the first few years of life, more than 1 million new neural

connections are formed every second that build brain architecture which is the foundation of future learning, behavior, and health (The Importance of the Early Years,2017). In this study, 3-5 years old children are particularly focused due to limited movement for the COVID-19 pandemic.

Chapter II- Literature Review

Literature Review

Sufficient literature has been reviewed, to get an understanding of the perception of parents regarding children's mental well-being during COVID-19 lockdown. Various works of appropriate literature have discussed the sudden rise of children's mental well-being issues and the importance of it during this lockdown.

COVID-19 and Overall Effect of Lockdown on Children

WHO declared on 11 March 2020 COVID-19 outbreak as a global pandemic. Consequently, almost 1/3 global population is in lockdown (Islam, et al., 2020). Like many other countries all over the world, Bangladesh is also facing an unusual situation caused by Covid-19 pandemic. Bangladesh Government declared lockdown from 22nd March 2020 due to COVID-19 outbreak (Uddin, 2020). Children are staying home to maintain social distancing and safety but it makes them depressed and slowly this lockdown hampers their mental well-being and creates mental health issues. Manasi Sharma, a research consultant with UNICEF stated that due lockdown everything closed including mental health care which bring out more reports of fear, anxiety, depression, agitation, sleeping difficulties, stubbornness, frustration, and less productiveness among children (UNICEF, 2021). According to WHO, as COVID-19 lockdown creates a new normal environment it is normal for people to be fearful, anxious, depressed, or frustrated. A research series by Save The Children that was

conducted across 46 countries with 13,500 children and 31,500 guardians, stated that a family's financial condition impacts the parent-child relationship. There are 8 out of 10 children seen to harbor negative emotions towards parents and siblings due to the drastic lifestyle change (Morelli, 2020). Along with COVID-19 anxiety, stress, and uncertainty also strongly affect children of all ages. The closing of playgrounds and schools hamper children's normal physical development and communication skills. In Bangladesh, children also feel isolated and depressed and have limited support systems to achieve developmental milestones due to the closure of schools, parks, playgrounds, and other social gatherings (iMMAP, 2021). In the time of World Mental Health Day, Save the Children addressed the increasing of depression, anxiety, loneliness and even self-harm among children due to long-term lockdown (ReliefWeb, 2021). Almost, 97% of 3-5 years children are appearing kindergartens, in the Scandinavian countries. The social isolation due to lockdown make children sensitive and they feel the decreasing communication with friends and caregivers. Children also miss social events and all these negatively impact on their mental well-being (Specht et al., 2021). Due to long-term lockdown, family dispute amplified and that cause the mental distress amidst children and adolescents. Detached with close ones and parental misery also worked as a risk factor for causing stress and anxiety among children during pandemic (UNICEF, 2021). This lockdown causes lots of problems like financial, nutritional, unemployment, health, psychosocial, etc. (Hamadani, et al., 2020). This prolonged lockdown increases anxiety and frustration around the home, parents become extremely stressed that negatively affect their children's mental well-being (Aresfin et al., 2020).

Effect of COVID-19 Lockdown on 3-5 Years Old Children's Mental Well-being

Children's emotional well-being is equally important as physical welfare. As early experiences shape the architecture of the developing brain, they also lay the foundations

of mental well-being. The 3-5 years age are an important time for children as, during these years, the children learn some physical, emotional, and social independence and interruptions to this process can damage a child's abilities for learning and other development for a lifetime (Health, 2015).

The mental well-being of children is taking a severe and harmful turn due to COVID-19 lockdown. Most of the toddlers' face difficulty in staying still, having sleep disorders and nightmares, clinging to caregivers, and fears of being alone. Some children become very violent and annoyed, some just stop talking and some lose their previous training like toilet, eating with hands, eating solid foods, etc. (Osofsky et al., n.d.). A study report showed, preschoolers developed oppositional-defiant behaviors (ODD) during lockdown (Schmidt et al., 2021). Another study suggested that very young children are exceptionally susceptible to adverse and traumatic events, and this COVID-19 lockdown can cause frustration between them that lead to long-term effects on their development because during this age rapid emotional and physiological development happen (Russell et al., 2020). In one survey, where 267 parents participate and of them, 96.3 % noticed emotional and behavioral changes: children were more exhausted (76.8%), crankier (59.2%), more insecure (56.9%), and aggrieved (54.7%) (Schneiderman et al., 2021). Another survey of Australia showed young children who faced the second lockdown became more aggressive, fearful, and depressed. Approximately 12-36% of children who faced the second lockdown showed high disturbance in mental well-being and were grumpier, looked for physical or verbal affection, and wanted to be surrounded by caregivers all the time (De Young, et al., 2021). Another study conducted with Israeli parents of 2-7 years old children stated, most chronic stress symptoms in children were restlessness, irritation, anger, detachment anxiety, and crankiness (Shorer, 2020). One study of Canada with families

of 18 months to 5 years old children reported, 87% of children's screen time increased and 52% of children's physical activities decreased due to lockdown (Carroll et al., 2020). Another study from Italy conducted with mothers of 3-6 years old children reported, initially the lockdown cause sleep difficulties (Dellagiulia et al., 2020). One survey of Save the Children conducted in the US and several European countries showed that, from all participants, children of the United States, feel worried (49%), scared (34%) and, anxious (27%); children of Finland, feel anxious (70%) and, fatigued (55%); children of the UK, 20% worried about the future due to school closure and, 60% feel worried for relatives to fall ill (Save the Children International, 2020). 3-5 years old children's eating, sleep timing, physical activities are disrupted and screen timing increases due to COVID-19 lockdowns, which is harmful to mental well-being and development (University of Bristol, 2021). Study done with 22 996 children described from them 34.5% are suffering from anxiety, 41.7% developed depression, 42.3% have irritability, 30.8% became inattentive, and 79.4% children's behavior and psychological state negatively affected by quarantine. Moreover, approximately 22.5% children have extreme fear of COVID-19, 35.2% have boredom, and 21.3% sufferings from sleep disturbance. On the other hand, 27.4% caregivers suffering from depression and 52.3% caregivers developed anxiety due to stuck in the home with children (Panda et al., 2020). There is little research available on the effect of the COVID-19 lockdown on children's mental well-being in Bangladesh. In Bangladesh, one online survey of 384 parents with children aged 5 to 15 assessed the mental health of children during the lockdown and it measured the severity of children's depression, anxiety, and sleep disorder, so the severity level: subthreshold (43%), mild (30.5%), moderate (19.3%), and severe (7.2%) (Yeasmin, et al.,2020). In Bangladesh, a field-based study organized by 15 international and local organizations, including UNICEF, Save the Children, and

World Vision International has shown that the current pandemic disrupts normal childhood, and thereby children are facing mental and psychological discomfort and it revealed that children were frustrated of staying home (55%), children's lives have become unmanageable due to long-term schools closure (42%) and children worried about the impacts of the pandemic (52%) (Sakib, 2021).

Parents' Perception on 3-5 Years Old Children's Mental Well-being in COVID-19 Lockdown

One study on parents from Singapore showed lockdown may influence the child-parent relationship and increase harsh parenting but most parents are unaware of that (Chung, et al., 2020). Parents of 3-5 years old children mentioned in one study, their children missed routine life, social life, school, and other activities and some children are acting oppositely and withdraw to go outside whereas another group of 3-5 years old children's parents said, their children have changed in behavior and become more self-centered. In addition, from another group of 3-5 years old children's parents, one parent was anxious about discontinuation in speech therapy of his child (5 years) and another parent faced an extreme challenge to handle her child's (3 years) constant tantrum (Egan et al., 2021). A study was done with 3-5 years old children's parents, who felt the increasing screen time, having more junk, and decreasing in physical activities link to the sleep disorders of their children (Clarke et al., 2020). In another article, many parents of 2-4 years old children reported lockdown closed early education and childcare that impact negatively on children's social and emotional well-being and development (Pascal et al., 2020). Parents of 3-5 years old children stated, their children felt social isolation, detachment from peers, and missing public events (De Young, et al., 2021). In another study where parents of 4-5 years old children revealed their children were happy and active initially but slowly, they became fearful and concerned

about death and hygiene (Kenny, 2020). One parent of 4 years old expressed her daughter got frustrated and had bad mood after online preschool class because she could not reach her friends. Some families also stated everyday became struggle for them and they could not follow one particular routine for long (Sillers, 2020). One study showed quarantine affected negatively both parents' and children's well-being. COVID-19 pandemic creates behavioral and emotional problems among children that mostly transmitted from parents if parents have extreme stress and anxiety (Spinelli et al., 2020). A study of Bangladesh where parents claimed this prolonged lockdown made their children gadget addicted (Islam et al., 2021). During this lockdown, children need more concentration and intense love from the elders of the family (Hossain, et al., 2020). During this lockdown, parents need to control their stress or anxiety at home as children get a negative vibe from that (Tabassum, 2020). It is important for parents to know about their children's mental well-being and support them if needed. Otherwise, this pandemic may destroy children's lives in the long run.

Chapter III- Methodology

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 research approach, research participants, research site, selection procedure of participants, used tools and it is followed by a short discussion about data collection, data analysis process, validity and reliability, ethical considerations and limitations of the study.

Research Approach

In this study, a qualitative approach used to acquire profound, holistic understanding and in-depth knowledge about the experiences of parents regarding the mental well-being of their 3-5 years old children in this COVID-19 lockdown. As per Cresswell (1994) “A qualitative study is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting”. The data were in descriptive form and demonstrated the participants’ perspectives such as what were their knowledge, and practices to support children’s mental well-being, and what were the challenges they were facing to manage the healthy mental state of their children during the lockdown.

Research Participants

This study included parents of 3-5 years old children. The research was done through In-Depth Interviews and Focus Group Discussions. Due to the limitation for the COVID-19 pandemic, there was a small sample size containing only 18 parents in total, where 9 were fathers and 9 were mothers. There were 2 Focus Group Discussions and each Focus Group Discussion had 3 fathers and 3 mothers of 6 different children. The In-Depth Interviews were conducted with 3 mothers and 3 fathers of 6 different 3-5 years old children.

Research Site

Due to the Covid situation the IDI and FGD were conducted over the phone with the parents of 3-5 years old children. The participants were from Panthapath, Lalmatia, Eskaton, and Rampura areas of Dhaka city.

Sampling Procedure

The IDI method and FGD was based on a purposive sampling method because there is a specific purpose to guide the sample selection to reach a target sample and represent

the population. The samples had clear criteria like parents have at least one 3-5 years old child and have at least the same socio-economic background.

Data Collection Methods

In-Depth Interviews and Focus Group Discussions was semi-structured. The interviews and group discussions were arranged according to the participant's convenient time. Before data collection, both In-Depth Interview and Focus Group Discussion guidelines were developed and reviewed by the supervisor and academic experts. The interviewer described each participant the process of the interview and discussion in detail and along with that, verbal consent was taken. Due to the COVID-19 pandemic, the data were collected over the phone to maintain safety and social distancing. The interview started with greetings and some informal questions to make the participants relaxed so that they can share their thoughts and experiences comfortably. Participants' names, age, educational background, professions etcetera collected but the main focus was on their own experiences or perceptions. All 6 data from IDI recorded with permission, and the key points were noted down manually. The length of each interview was approximately 50-60 minutes. The information from 2 FGD performed with 12 different fathers and mothers were documented, where each discussion had 3 fathers and 3 mothers of 6 different children. The whole discussion was recorded with permission and noted down thoroughly during the discussions. The length of the group discussion was approximately 60-90 minutes. Based on the objective and research questions a generous, extensive and descriptive answers were acquired.

The participants were ensured that all the information will be maintained with confidentiality and their names or any of the given information will not be disclosed anywhere apart from the research purpose. Finally, there were wrap-up sessions by thanking the participants for their time, responses, and cooperation.

Data Analysis

After collecting the data, transcriptions of each IDI and FGD were generated by using the recordings and manual notes taken during interviews and discussions. There were 6 transcripts from IDI and 2 transcripts from FGD. After that, all 8 transcripts were read repeatedly to understand and minimize errors. The acquired data was then be arranged and marked with the respective participant's name, serial number, and the dates of conduction of interviews in Microsoft Excel. Then, the data was summarized individually. Afterward, the summary of each data was interpreted and classified based on the themes. In this thematic distribution, each theme had participants' understandings, thoughts, and actions. Content analysis techniques maintained based on themes and interpretation of its information.

Validity and Reliability

For validity assurance, the questionnaire was fixed by reviewing it by the supervisor and other Academic Committee members of Brac IED. To maintain the credibility of the research discreet, transparent and consistent data records were done. For triangulation, two different tools were used, IDI and FGD, to ask interviewees similar things in a different way. With the help of the researcher's peers, the data was constantly checked by using sources to ensure accuracy. Furthermore, piloting was done for maintaining the credibility of the research tool and research tools were finalized after piloting. In research methodology piloting is the first step that supports in preparation and reformation of the main study. For reliability, detailed field notes with recorded data were collected and transcribed as soon as possible.

Ethical Issues

Informed consent: There was a thorough explanation for each participant and the participants were provided with consent letter that had certain information that helped them to permit themselves to decide if they want to take part in the research study.

Freedom to withdraw: Participants were assured that they have the freedom to withdraw from the interview at any point without any explanation.

Voluntary participation: The parents were participated in the study voluntarily. They were not be forced or manipulated by any terms.

Confidentiality and Anonymity: Confidentiality and anonymity was maintained strongly. Their identity and the provided information will not be revealed or used anywhere apart from the study. They were ensured that the information they will provide will be used accurately without any kind of manipulation. A pseudo name was used to represent each interviewee.

Finally, the whole study proposal was reviewed by the supervisor and Academic Committee of Brac IED Brac University.

Limitations of the Study

Due to the COVID-19 pandemic, a limited number of IDI and Focus Group Discussion was conducted, which made the sample size small. Since, due to limited movement and restrictions, all the interviews were conducted over the phone, and no observation was done. For these online interviews and discussions there were some network problems. Due to network issue few participants got disconnected during FGDs for several times. In IDIs it took longer time than usual as sometimes participants' voice was unclear for bad network. We all know 0-8 years is very crucial for each individual. However,

concerning the limitation and restrictions for the COVID-19 pandemic, only 3-5 years old children were aimed for this study. Furthermore, the research was done on a small scale due to time constraints.

Chapter IV- Results and Discussions

Result

This part of the study is based on data collected from Focus Group Discussion and In-depth Interviews, which bring out all the in-depth information on Parents' Perception on Mental Well-being of 3-5 Years Old Children During COVID 19 Lockdowns. Data was first constructed from In-depth-Interview, and the Focus Group Discussion conducted through phone call and online group call. There were two Focus Group Discussion conducted with twelve different parents, where each discussion had three mothers and three fathers. There were six In-depth Interviews conducted with three mothers and three fathers in total. Findings were assembled from both the FGD and IDI on the parent's understanding and experience about mental well-being in the COVID-19 lockdowns. Then results were collected on parent's understanding and practices of children's mental well-being in COVID-19 lockdown. The themes were categorized & coded, following the research questions.

Demographic Details of Parents

General Information (In-Depth Interview)								
Serial	Date of IDI	Name of participants	Age	Educational qualification	Occupation	No. of children	Gender of children	Age of children

1	21/10/21	Mother 1	44	MSc	Job, Bangladesh radio	02	Male	07 years
							Male	4.5 years
2	22/10/21	Father 1	40	BSc in BBA	Business	01	Female	05 years
3	22/10/21	Father 2	45	Double MSc	Assistant professor	02	Female	05 years
							Male	01 year
4	22/10/21	Mother 2	35	MSc	Housewife	01	Female	03 years
5	23/10/21	Mother 3	43	MSc	Housewife	04	Female	18 years
							Female	13 years
							Female	11 years
							Female	4.5 years
6	23/10/21	Father 3	38	MSc	Plant Manager	01	Female	3.5 years

General Information (Focus Group Discussion- one)								
Starting Time: 5.30 p.m.					Ending Time: 7.05 p.m.			
Serial	Date of IDI	Name of participants	Age	Educational qualification	Occupation	No. of children	Gender of children	Age of children
1	23/10/21	Mother 1	32	MBBS	Doctor	01	Female	3.5 years
2	23/10/21	Mother 2	33	BSc in CSC	IT, Igloo	01	Female	3.5 years
3	23/10/21	Mother 3	33	BDs		02	Female	03 years

					Dentist and lecturer		female	1.5 months
4	23/10/21	Father 1	37	MSc	Program Assistant at UNHCR	01	Female	4.5 years
5	23/10/21	Father 2	33	MBBS	Doctor, district coordinator	01	Female	03 years
6	23/10/21	Father 3	34	MSc	Finance & logistic assistant, UNICEF	02	Female	3.5 years
							Female	3 months

General Information (Focus Group Discussion- two)								
Starting Time: 7:00 p.m.					Ending Time: 8:30 p.m.			
Serial	Date of IDI	Name of participants	Age	Educational qualification	Occupation	No. of children	Gender of children	Age of children
1	24/10/21	Father 1	53	MSc	Publisher, Business	02	Male	16 years
							Male	05 years
2	24/10/21	Mother 2	32	MSc	Housewife	01	Male	4.5 years
3	24/10/21	Mother 1	38	MSc	Housewife	02	Male	12 years
							Male	05 years
4	24/10/21	Father 2	38	MSc	Corporate Job	01	Female	4.5 years
5	24/10/21	Father 3	42	MSc	Professor	02	Male	07 years
							Female	05 years
6	24/10/21	Mother 3	45	MSc	Business	02	Male	15 years
							Male	05 years

The age range of mothers was between 32-45 years and the age range of fathers was between 33-53 years. One of the mothers has four children, four of the mothers have two children, and the rest of the four mothers have only one child. Four of the fathers

have two children and the rest five fathers have one child. Educational qualification levels of parents were from Bachelors to Masters. They are all staying in Dhaka city in areas like Panthapath, Lalmatia, Eskaton, and Rampura. From all the participants, three mothers and three fathers gave in-depth interviews on the phone, and the remaining six mothers and six fathers attended in two separate group calls. Eight participants were from nuclear families, and ten were from joint families. The age range of the children was between 3 years to 5 years. Five children were male, and thirteen were female.

Theme 1: Parents' perception of mental well-being of children

As the first purpose of this study is to explore parents' perception or understanding about the mental well-being of 3 to 5 years old children during COVID-19 lockdowns, these following paragraphs represent parents' understanding of the term 'mental well-being'.

Parents understanding of mental well-being

Most of the parents have unclear thoughts about mental well-being. They could not define the term 'mental well-being' properly. One participant said "*A healthy state of mind means the person is not abnormal then he is healthy. This means the person does not have a mental disorder.*" (IDI-3, Father, 22/10/21)

General understanding of mental well-being

Most of the participants said that when they heard the word 'mental well-being' they think that everything is good and people having a peaceful life. As all are good and peaceful around them that is why people are mentally well. One participant stated "*Peace and tranquility. When there is no stress, people can lead a normal life, they can be productive, they can be happy, there is no problem, there is no tension, there are no external things that can cause problems, then a state of mental well-being is created.*" (IDI-4, Mother, 22/10/21). From the findings of FGD-2 (24/10/21), most parents said that mental health is as important as physical health.

According to Mother-1 from FGD-1, the issue of mental well-being is very vulnerable, and maintaining it is very tough. (FGD-1, Mother-1, 23/10/21).

Participants felt that when everything is going great and there is no tension in life then people have mental well-being. From this discussion, it can be said that participants are not so sure about the concept of mental well-being.

Understanding of children's mental well-being

Most of the participants said that if their children behave normally, means they properly communicate, interact, answer questions, express their joy and sorrow and express their emotions and feelings means they have a healthy state of mind. Almost every participant also said that the way of response, the reaction in a different situation, and showing curiosity determine the mental well-being. Few interviewees said that if children have good physical health, then automatically their mental health will be fine. From the findings of FGD-1 (23/10/21), it can be said that a healthy child-parent relationship and a good, friendly environment of home and surroundings help in children's mental well-being.

According to a respondent from IDI-1, if there is no negative and unhealthy situation happening around the baby then I can say the baby will have a healthy mental state (IDI-1, Mother, 21/10/21).

One participant said,

“If she is playful if she is joyful if she has normal activity, she has everything alright then there will be no health hazard and she is mentally well.” (IDI-6, Father, 23/10/21)

Another participant stated, *“My child will have mental well-being if I can provide all the elements she needed for his development.”* (IDI-4, M, 22/10/21)

One respondent from FGD-1 revealed, *“In this case, the mental health of the child can go any side, good or bad, the parents of the children should give proper care, but it is*

not right to give excessive care, because that may ruin the children.” (FGD-1, M-1, 23/10/21)

Another interviewee from FGD-1 stated, *“I have seen that parents in Bangladesh have a lot of lacking in the matter of children's mental well-being, they can't balance.”* (FGD-1, F-3, 23/10/21)

Parents understand the concept of children's mental well-being, but they cannot explain it adequately as they have few limitations in thinking about children's mental well-being.

What can parents do for their children's mental well-being

All of the respondents said that a healthy environment should be created inside and outside of the home. Besides that, they said there should be a beautiful bonding between both parents, which enhances the children's overall well-being. Participants also revealed that they believe parents have the most important role in children's mental well-being and they should maintain good communication, friendly attitude, encouragement, and instill all the good habits from the beginning.

From FGD-2, one participant stated, *“Understanding my child's mind and soul is important for my child's mental well-being.”* (FGD-2, M-1, 24/10/21)

Another respondent revealed, *“I think parental support is essential for a child's mental health or mental development but it is somewhat God gifted.”* (FGD-2, M-3, 24/10/21)

Another respondent from FGD-2 stated, *“Say ‘yes’ to children. Never stop her to do anything. I apply this in my life and I never stop my daughter to do anything she likes to do.”* (FGD-2, F-2, 24/10/21)

In a contradiction, another participant from FGD-2 said, *“I think we say ‘yes’ to the kid if the task that he is doing is right or the task that is right for him, but if he is doing wrong, he should be stopped. The child needs to understand what is true, what is false,*

what is wrong, and what is right, otherwise, he will suffer in later life." (FGD-2, F-3, 24/10/21)

In the support of this statement, another participant from FGD-2 revealed, *"I always maintain a routine for my child. I believe everything needs to be systematic, and I tell my child what is wrong and what is right from the beginning. So, I agreed with this brother that every child needs to be stopped whenever they do something wrong."* (FGD-2, M-2, 24/10/21)

According to the participant from IDI-1, children have to be taught everything from childhood, including principles, socialization, religious values, education, etc. to grow their healthy mental state.

Few respondents said that parents need to make a comfortable environment and give their children quality time to make a healthy child-parent relationship that may help in children's mental well-being.

From the findings of FGD-1, most participants said that parents are the primary caregivers, so parents must listen carefully to what their children want to express and behave according to that.

One participant expressed, *"I never stop my daughter to do anything she likes. I gave her a separate room where she draws in the wall and appreciate her doing that and I also draw with her as I believe it will help her mental well-being."* (FGD-1, F-1, 23/10/21)

Three participants from FGD-1 denied the statement and said that children should be appreciated for their work but they have to know that some work is not good to do.

Overall, from all of these statements, it can be said that parents are trying their best to support children's mental well-being in their way. They think these will help their children in the future and they will have a good mental state.

Parents' belief about the effect of COVID-19 lockdown on mental well-being

All the respondents agreed that COVID-19 lockdown not only affected physical well-being but also it has a huge negative impact on mental well-being. For a long period, each and every one was stuck in the home which is very depressing and monotonous. Besides that, it caused boredom and irritation as well. All these may have some negative effects on mental well-being.

One participant said,

“The mental well-being of the child as well as the mental well-being of the parents should be taken into consideration. This lockdown affected me mentally and so it also channelized to my daughter through me.” (FGD-1, M-2, 23/10/21)

Belief about the effect of COVID-19 lockdown on mental well-being in general

Everyone instantly agreed on the negative impact of COVID-19 lockdown on mental well-being. Few of the participants said that the financial crisis caused stress and it hampered mental well-being.

According to the respondent of IDI-2, Coronavirus not only hampered the body but also hampered the soul. Because of COVID-19 economy was highly affected and this problem was faced by lots of people all over the world.

Participant of IDI-1 stated, *“I would say that it does not just affect a child rather affect the whole country, in fact, because of this corona, every human being is under a lot of stress.”* (IDI-1, M, 21/10/21)

Participant of IDI-3 said, *“I believe physically strong persons were less mentally affected but those who are physically weak, they are also affected more mentally as well.”* (IDI-3, 22/10/21)

In FGD-1 few participants said that parents' mental well-being is very important for children's and family's mental well-being. In this lockdown, parents should also take

care of their mental well-being because parents are the primary caregiver and they had lots of issues around them during the lockdown that hamper their mental well-being.

According to a respondent from IDI-5, parents have to be mentally strong to protect and support children in developing mental well-being. Otherwise, children may feel mentally weak.

One respondent stated, *“Corona created a new challenge for us. I know I can manage my family but there are lots of families out there who faced tremendous economical, physical, and mental problems due to COVID-19 lockdowns.”* (IDI-6, F, 23/10/21)

Only one respondent revealed, *“I just felt bored due to sitting all day in the house. Otherwise, I had no mental stress or other issues during COVID-19 lockdowns.”* (IDI-4, M, 23/10/21)

Most respondents said that more or less they had mental stress and faced a financial crisis at some point during this lockdown.

Belief about the effect of COVID-19 lockdown on children’s mental well-being

Participants felt that their children felt depressed mostly because they could not go outside and enjoy themselves. As they did not have any recreation and that caused irritability among them.

Most of the parents said that they believed their children’s overall attitude changed due to COVID-19 lockdowns.

From the findings of FGD-2, it can be said that parents felt their children's reflection towards any situation and communication with others became less and hampered due to lockdowns.

Few respondents stated that they believe their children were not that timid before COVID-19.

One participant stated, *“I believe when my child had to be trapped into the home due to lockdown, that was the time for her to achieve developmental milestones.”* (FGD-1, M-1, 23/10/21)

Another respondent revealed, *“I believed that this lockdown hampered in my daughter’s skill development. I saw that my daughter developed her skills by mixing with her cousins when I took her to Bogra where my in-laws live.”* (FGD-1, M-3, 23/10/21)

One mother said, *“This lockdown hampered my daughter’s speech development as she could not go outside and interact with others.”* (FGD-1, M-2, 23/10/21)

The participant from IDI-2 said that mixing with other children is necessary for mental health development that is hampered due to the long-time lockdown.

According to the respondent of IDI-3, *“Corona affected children’s mental well-being at least for 90%.”* (IDI-3, F, 22/10/21)

Only one interviewee said positive things about this lockdown effect, she believed that these lockdowns have improved her daughter’s behavior and mental state (IDI-4, M, 22/10/21).

Most of the interviewees revealed that they believed, these lockdowns created tension around children and their families. Also, this took away the child-friendly environment from them. All these affected negatively on children’s mental well-being.

Parents’ observation regarding children during lockdowns

Parents said that they observe their children always and during COVID-19 lockdowns. They keep saying that they saw differences in their children's regular behavior and emotional state but unfortunately no participants differentiated between behavior and emotion. Almost every respondent thought behavioral and emotional changes are the same. That is why their responses were quite similar for both questions.

Parents’ observation regarding children’s feelings and emotions

Here participants give mixed answers, both positive and negative. They observed some negative and some positive changes in their children.

Most interviewees said that children felt feared about their near ones like they continuously said “*Please Mamma, Pappa do not go outside, there is Corona outside.*”

Almost every participant said that their children were very restless during the lockdown and it increased when any family member went outside. Besides that, most respondents said that their children got bored and frustrated by interacting and facing the same people all day, every day.

In FGD-1 all three mothers said that their children did not get that much exposure to the surrounding environment before Corona, that is why they did not observe any vital changes in their children's emotional state.

Furthermore, respondents also said some positive changes, like they observed their children were happy to have their parents always with them and the bonding between themselves enhanced this time.

From all the participants, each father said that their children were very happy to have their fathers at home all the time. The father-child relationship developed a lot. On the other hand, the working mothers also observed that their children got closer to them.

One interviewee stated,

“I observed that my daughter felt from the beginning of the lockdown that now her dad is with her at all mealtimes. She was so happy to go to the roof with him, involving her dad in games, etc. I can say that this thing worked for her in a very good way.” (IDI-6, F, 23/10/21)

Another respondent said, “*As I am a working mother, my daughter could not spend quality time with me. But, during this lockdown, I worked from home for almost 1.5 years and my daughter got me completely. I felt that helped her on mental wellness.*”

(FGD-1, M-3, 23/10/21)

On the other hand, one participant said, *“My daughter is always moody and aggressive and during this lockdown, her aggressiveness increased a lot. Her mood changed very frequently and her stubbornness got beyond everything.”* (IDI-5, M, 23/10/21)

The interviewee of IDI-3 said that his daughter became less responsive and interactive. He observed his daughter wanted to meet her friends and when she could not do that due to lockdown, she became restless and aloof.

Few participants said that their children got detached from the social and cultural environment for a long-time and now their children cannot make a connection with their surroundings.

From the findings of FGD-2, it can be said that the daily routine got hampered, and children threw extreme tantrums during eating, sleeping, and other daily activities.

According to one respondent, *“For me, the biggest disadvantage of this lockdown for my child was that since she could not go out, the kind of development she would have had, that became delayed a bit.”* (FGD-2, F-2, 24/10/21)

Another respondent said, *“They are maybe not afraid or scared for themselves, but since I had to go out, they felt the fear that someone around them might be affected by Corona.”* (IDI-1, M, 21/10/21)

All participants showed mixed feelings about their children's emotional changes. On one side, they feel that their children could not follow the command and become less responsive. On another side, their children became closer to them and share their thoughts with their parents more.

Parents’ observation regarding children’s behavior

Almost every interviewee stated that their children became device addicted and most of their changing behavior arises due to that.

In FGD-2 participants were saying that their children become more aggressive, stubborn, and cranky whenever they do not get any device. Besides that, some respondents said that their children become more dependent on their parents. The work they can do by themselves, during lockdown they wanted their parents to do that work. According to one respondent,

“My son became too much dependent on the device. At one point, when I and his mother snatch the mobile, he goes to the drawing-room and starts watching TV and when we also stop that he goes to his brother's room and start playing the game on the computer.” (FGD-2, F-1, 24/10/21)

Another respondent said, *“My son's addiction is on another level. After being addicted to devices, he cannot concentrate on any other things or works. He starts some tasks and, in the middle, he is just lost.”* (FGD-2, M-2, 24/10/21)

Another participant from FGD-2 said that his daughter was always busy with the device and whenever we snatched it from her, she just stopped eating and sleeping.

One respondent said, *“During this lockdown as I worked from home, I got the chance to observe my daughter very closely. And from that I understand how much my daughter has become dependent on device.”* (FGD-2, F-3, 24/10/21)

Another respondent said, *“Before COVID-19 my son was very friendly and asked lots of questions. Now, he becomes very unfriendly, does not share anything with others and his curiosity decreased.”* (FGD-2, M-1, 24/10/21)

From findings of FGD-1, it can be stated that children are too much reactive whenever they do not get devices and show aggressive behavior. Before COVID-19 lockdown few of those participants' children went to pre-school and love to learn. Unfortunately, after lockdown, their learning got hampered and now, they do not want to sit with their learning materials rather they loved to see different poems and songs on YouTube.

One participant stated, *“My daughter can sing a full song that she learned from YouTube, but cannot say full sentence properly that makes her less interactive and less*

communicative. Moreover, when we denied giving her device, she started throwing an extreme tantrum and we had to listen to her urge.” (FGD-1, F-2, 23/10/21)

Another participant said, *“As the work pressure increased during the lockdown, I have to give my daughter a mobile phone to keep her busy. You know, children do not like one type of toy or cartoon for a long time. So, to distract her, YouTube is the best option. This is not the right thing to do but as during lockdown I just get too much tired.” (FGD-1, M-2, 23/10/21)*

Another two mothers from FGD-1 also agreed to that statement and said that their children have become annoying, cranky, and stubborn and also shout too much all because of device addiction.

According to the participant from IDI-1, her children has become arrogant, moody, and rude because they are stuck in home for a long time. She also said that her son was very polite and never showed tantrums but after lockdown, his behavior completely changed.

In a contradiction, the participant from IDI-4 said that her daughter's behavior improved during the lockdown and she observed all the positive things in her daughter's attitude.

Almost all respondents complained about their children's device addiction. They observed a negative impact on children's behavior due to device addiction and this addiction occurred due to COVID-19 lockdown.

Parents' understanding of the long-term effect of lockdown

Participants felt that there should be no long-term effect of lockdown. They observed children's improvement whenever the lockdown was over and children could go outside normally. Most of the respondents said positive things in this part of the interview.

Children's mental well-being

Some participants said that definitely, this COVID-19 lockdown harmed children's mental well-being but it will not affect them in the long run.

From the findings of FGD-1, almost every interviewee said that the changes they observed in their children's behavior, emotional states and that affect the overall mental well-being was decreased whenever the lockdown stopped for a while and children got a normal life.

According to one respondent, *“When the lockdown was lifted for few days and I took my daughter outside like, playground, market, relative's house and other social gatherings, surprisingly I noticed so many changes in my daughter's behavior. Her speech became clearer, she started to communicate and learn so many new words.”* (FGD-1, F-2, 23/10/21)

Another respondent said, *“When this lockdown was over, I saw my daughter's device addiction and tantrum got reduced. Her mood became good and she started to be happier.”* (FGD-1, M-1, 23/10/21)

Only one participant said that he is not sure about any long-term effect and it will be understood after a few years (FGD-1, F-3, 23/10/21).

Another interviewee said,

“Just after lockdown I enrolled my daughter into a pre-school and I saw the positive impact of socializing and mixing with other children. The different environment also helps to fill the gap in mental well-being that was created due to lockdown.” (IDI-3, F, 22/10/21)

One participant said, *“My daughter is 4 years old and I admitted her into a school during the lockdown and she did classes online. She enjoyed it a lot. So, if there was a possibility to have a long-term effect, but due to this online class that reduced.”* (IDI-2, F, 22/10/21)

Few participants said that there must be some long-term effect of lockdown. The IDI-5 respondent said that her daughter fell behind due to lockdown as she could not enroll her in any school (IDI-5, M, 23/10/21). The IDI-1 interviewee said that, as children can reserve memories from age 4 and her son is 5 years old so there is a high possibility to

have this terrible memory in their mind. She believed that this memory may hamper her son's mental well-being in the future (IDI-1, M, 21/10/21).

In a contradiction, two participants said that their daughters enjoyed this entire lockdown period and there is no chance to have any long-term negative effect of lockdown on their children's mental well-being (IDI-4, M, 22/10/21 and IDI-6, F, 23/10/21).

Child-parent relationship

All the parents responded positively to this statement. They believe that their child-parent relationship became stronger during this lockdown. Their children are more caring and responsible towards their parents.

Few participants said that not only the relationship with parents was improving but also the relation with siblings was improving.

One participant said, *“I have four daughters and during this lockdown period they made a very good bond with me and as well as between themselves. Now my other three daughters are always concerned about their younger sister.”* (IDI-5, M, 23/10/21)

Another interviewee said, *“My two sons have become very caring about me and also they help each other in their difficult time. All these emotions they have developed during lockdown.”* (IDI-1, M, 21/10/21)

All the parents feel very happy to have that improvement in their child-parent relationship. They said the only good thing about this COVID-19 is our children have become more caring, polite, and loving towards their parents, siblings, and other family members. Furthermore, participants thought during this time their children learnt the value and importance of parents and family.

Theme 2: Parents' practice in managing children's mental well-being

Few participants said that they faced lots of trouble in managing all the work together and it may hamper their children's mental well-being slightly. On the other hand, few respondents said that they did not observe that much change in managing everything during this lockdown and they felt they can manage their children properly.

From this part, one good thing can be said that fathers helped mothers in household chores and in taking care of their children.

Managing daily routine activities during COVID-19 lockdown

Participants said that they tried their best to manage everything and support their children in their overall well-being. Most housewife mothers said that they did not feel any differences and obstacles to managing all the work during the lockdown.

In FGD-2, few participants said that as mothers are the primary caregivers and they always maintain all the household chores so they did not feel any struggle to do that during the lockdown. Besides, as their husbands were also with them it was more relaxing for them.

One participant said,

“I had faced lots of struggle to maintain all the work during the lockdown. I am a businesswoman and with that, I have two children. So, I struggle to follow the routine and that caused lots of disbalancing in my son's physical and mental health. To be very honest, I actually cannot manage everything properly.” (FGD-2, M-3, 24/10/21)

Some participants said that both husband and wife tried to maintain the schedule. Still, they faced some problems during managing all the work together.

Few respondents said that, as they live in a joint family so it is easier for them to manage everything because there are lots of caregivers for their children.

One participant stated, *“I faced lots of challenges during this lockdown. I sometimes felt helpless and started panicking.”* (IDI-4, M, 22/10/21)

Another participant said, “*My four daughters followed four different routines during this lockdown and all of them never wanted their father to do anything for them. They always annoy me and show tantrums to do all their works.*” (IDI-5, M, 23/10/21)

One exceptional statement came from the participant that her husband died the previous year due to Corona. She had two sons and it was very challenging for her to suddenly manage both outside and inside work. For her, it was very tough to maintain her sons’ emotional state, financial situation, along with her mental stress.

Managing children’s emotions during lockdown

In lockdown children’s emotions and mood frequently changed and it was too hard for parents to control it. Most of the interviewees revealed that their children needed their support to manage their emotions during the lockdown. Sometimes they sought help from their elder siblings.

According to one participant, “*Of course, my daughter needs support she comes to me whenever she feels down. Actually, she is searching her mother that time.*” (IDI-4, M, 22/10/21)

Most of the participants said that they managed their children's emotions by playing with them or accepting their urges or need. Respondents said that during lockdown whenever their children threw an extreme tantrum or show stubbornness the only thing, they felt they could do is fulfill their wish and give them extra care.

Few interviewees stated that they know this attitude they show to their children and accept all their wish is not good for their children's mental well-being but that situation creates the obligation.

Each participant followed varieties of ways to manage their children's emotions during the lockdown.

According to the participant from FGD-1, his child felt very lonely when they shifted to Cox's Bazar due to his job. So, he took her daughter to the beach every day. It lifted his daughter's mood instantly (FGD-1, F-1, 23/10/21).

Another respondent said that her husband took her daughter for a walk after Maghrib prayer. It gave her daughter joy (FGD-1, M-3, 23/10/21).

Most of the participants said that they took their children to the roof where other children were present and they spent a good time there and it helped them in managing their emotions.

According to a few participants, they played with their children and did what their children like to do. Moreover, they do some fun activities like singing, dancing, drawing, watching cartoons together, etc.

One participant said a different thing, he said that his daughter could manage her own emotions. She watched her favorite cartoon, or painted alone or played with her favorite toy (Unicorn), and by this, she managed her sadness or irritation (IDI-2, F, 22/21/21)

Few respondents stated that their elder children help them to control their emotions.

The respondent of IDI-1 stated that she can do good counseling and her son felt better whenever she counseled him.

Participant of IDI-5 stated, *"Of course, my daughter seeks support from me all the time.*

All her anger, tantrums and urge she imposes on me".

One participant stated,

"Whenever my daughter felt down, she came to me and said Baba please tell me a story, I will feel better." (IDI-3, F, 22/10/21)

Most of the participants said they got full support from their partners and extended family members to manage their children's emotions during this hard time.

Giving children full attention as and when needed

Interviewees shared that they try best to give full attention to their children whenever they need or want. But, in reality, most of them could not give proper answer to that.

According to the respondent of IDI-6, he tried his best to give her daughter full attention. Whenever his daughter came to him even at the time of office, he stopped his work and listened to his daughter. Only when he had a very important meeting to attend then he asked his wife to take care of the situation.

Almost all fathers from the participants said that their children seek more attention from them rather than from their mother. Fathers also said that they completely gave their children attention, except at the time of the important meetings. During that time, they used to seek help from their wives.

Housewife mothers stated that they are used to this situation so, it was not so tough thing for them. On the other hand, working mothers said they tried their best to spend quality time and give full attention to their children but during their important work, their husbands manage the situation. Otherwise, most participants have extended family members who always give their children full attention. So, children do not seek attention that much.

According to one participant, *“My husband and I had to work from home. My husband compromised a bit to handle my daughter while I was busy. Again, when my husband was busy then I compromised a bit and we balanced.”* (FGD-1, M-3, 23/10/21)

Another respondent stated, *“If there are one or more caregivers along with parents, then the work is actually shared and then it is possible to pay full attention to the child. No matter what the job is.”* (IDI-1, M, 21/10/21)

One participant opined that *“If everyone only depends on mother that she will only pay attention to her children then it will be very stressful for that mother. Every mother needs help from her partner and other family members.”* (FGD-1, M-2, 23/10/21)

One interviewee shared a specific incident, *“I would like to tell a specific incident. I was in a meeting when my daughter was disturbing me again and again. I wanted to give her attention but that was not possible, so it is a tough job.”* (FGD-1, F-3, 23/10/21)

Theme 3: Need-based support parents provide for improving children’s mental well-being

In this section, participants did not understand clearly what need-based support means. But they tried to explain in their way what type of support they provide or they think they can provide to improve children's mental well-being.

Parents’ understanding about improving children’s mental well-being

Most participants felt that good education is vital for improving mental well-being.

One participant stated, *“I tried to give my daughter good education from home and a disciplined life that she may get if there was no lockdown and she could start her school. I believe if I can provide her good knowledge and good practice it improves her mental well-being.”* (IDI-5, M, 23/10/21)

Another participant said, *“I believe a relationship between parents is very important as this good bonding transfer to a child from parents. After that, parents need to provide a healthy environment and give full attention. I also think that the parents should build trust in their child so that she believes that my parents are always behind me. There is my family who will always welcome me. A parent should teach their child the value of family. I feel prevention is better than cure. We should not wait until the child gets mentally ill. We have to take the prevention so that the child never faces any unhealthy mental stress.”* (IDI-6, F, 23/10/21)

Another respondent said, *“I feel like this is very important for every child to have good mental wellbeing but sometimes it is disrupted by any outside element or situation and parents should be aware of this to help their children regarding this issue. By providing a good and healthy relationship, quality time, interaction, attention and always observe the changes happen to their children to support them in improving their mental well-being.”* (IDI-4, M, 22/10/21)

Few interviewees believed that after COVID-19 when everything will get back to normal then their children will have proper socializing, they will get connected to the environment, different types of exposure will be there and all these will improve children's mental well-being.

Some respondents said that if parents can provide a healthy environment, a good bonding, good education, quality time, good surroundings, and good knowledge then children's mental well-being will surely enhance.

From the findings of FGD-1, every interviewee agreed at one point that is quality time is the vital thing for improving children's mental well-being.

According to one participant, *“I feel mental health is so crucial for every development and the age between 3 to 5 is the vital time for development, so if that time somehow mental well-being gets disrupted it will hamper the child in future.”* (FGD-1, M-1, 23/10/21)

Another respondent stated, *“I always feel that time is very important for children's mental well-being. So, if you want to improve your child's mental health, you have to give him/her quality time.”* (FGD-1, M-3, 23/10/21)

One participant added, *“I feel appreciation is the best thing for improving mental health.”* (FGD-1, F-3, 23/10/21)

From the findings of FGD-2, it can be said that children need a different environment and quality time for mental well-being. Different environment means, home, parks, society, relatives' house and finally school.

One participant said, *“I feel quality time means not giving the huge time it simply means whatever time you give to your children it should be purposeful and healthy.”* (FGD-2, M-2, 24/10/21)

Another participant said, *“A happy life can make a child both physically and mentally healthy. I always try to keep myself and my children happy.”* (FGD-2, F-1, 24/10/21)

All the participants are concerned about their children's mental well-being and they feel different ways for their children's mental health improvement.

Parents' practice to improve children's mental well-being

Participants practice different things to improve their children's mental wellbeing.

One participant said, *“My son repeatedly wanted to go out and meet with his friend. For me, this was very tough to control. So, I keep saying to him that there is a deadly virus outside, if Mammam got infected then what will you do? By this, I stopped him. Moreover, during this lockdown, my son's cooperative behavior changed, and also, he became rigid. So, to mitigate this I talked to him, I shared my problems and I told him his behavior hurts me, this way I managed it.”* (IDI-1, M, 21/10/21)

The participant of IDI-5 said her daughter did not want to go outside. Even she stopped everyone from going outside. This feeling of fear comes automatically in her. Besides that, when her child shows tantrum and stubbornness, she simply ignores her. The baby started crying but after a certain time, she stopped as she did not get any attention from her mother.

According to the IDI-2 participant, *“My daughter just wants our time. If we do not give her time then she starts showing tantrums and anger. So, my wife and I give her lots of time and play with her in the afternoon.”*

Two participants said that if they are careful about their children's health then there is no chance to have any mental issues.

Another participant said, *“My daughter is only 3 years old. So, I did not notice any vital changes. When she wants to go outside, I take her to the roof or garage and she calms down.”* (IDI-4, M, 22/10/21)

From FGD-2, most participants said that their children have become less active and less productive. They just sit in one corner of the room and play video games all day.

One participant stated,

“I have a publishing house, and I make varieties of books. When I observed that my son has become less active or productive, I called him to join me in making the design of books. He enjoyed it and by this, I make him more productive.” (FGD-2, F-1, 24/10/21)

Another respondent said, *“When I observed that my son has become less active, I told his father. His father ordered a few plants, soil, fertilizers, and flower pot immediately. After that, my son and his father started home gardening.”* (FGD-2, M-3, 24/10/21)

From FGD-1 most respondents said that as a parent, they changed some habits. Such as, all three mothers said that they gave their daughter potty training. All three fathers said that they provided lots of fun learning materials so that children learn from home.

One participant said, *“I believe if you have so many caregivers then your child automatically learns so many good habits. Besides that, the changes I saw in my daughter's regular behavior I do not control right now, I just accept her wish. I feel after COVID-19 it will go away.”* (FGD-1, M-1, 23/10/21).

Specific support parents need to provide

Most of the participants responded by thinking about how they can fix one particular behavior. That is why most of the statements have one particular scenario.

Participant of IDI-5 said that her daughter is very stubborn and aggressive and she showed extreme tantrums when she did not get a mobile phone. So, the participant simply hides the mobile phone to control her daughter's mobile addiction. This is how she thought she provides need-based support to fix her daughter's device addiction. She also completely ignores her daughter's tantrum and her daughter accepts the situation after a few times.

One participant said, *“My son's idol is his father. So, when he did something wrong, I give him his father's example and said that his father did not like this type of behavior. My son instantly stops doing that. I feel I can counsel my son in a very good way. So, for me, this is the only need-based support I provide.”* (IDI-1, M, 21/10/21)

Participant of IDI-2 said that his daughter adapts everything so quickly and understands situations. So, his daughter does not need any need-based support.

Participant of IDI-3 said that he thought anyone can need specific support but, in his case, his daughter did not need any specific support.

Even two other respondents said that they felt that children may need particular support to manage their behavior or emotions but, in their case, it was not necessary.

From FGD-1, one participant said, *“When I observed my daughter getting too much addicted to the device. All the flat members decided to arrange some indoor games. I and all the other parents from our building took their children on the roof each afternoon. This decreased the device addiction.”* (FGD-1, F-1, 23/10/21)

From FGD-2, one participant said, “*Whenever I felt that my son has become depressed, we arranged a short trip with all safety measures and went for it. It gave my son refreshment and reduced his monotony.*” (FGD-2, F-1, 24/10/21)

The other participants agreed with him and they also said that they took their children on a short trip for refreshment.

From all these findings it can be said that most of the participants felt trips and home counseling can support their children's mental well-being and it will also improve the mental health damaged by COVID-19 lockdown.

The above findings represent parents' concerns about their children's mental well-being. Maybe they have little knowledge about mental well-being otherwise they tried hard to improve their children's overall mental state that was hampered due to COVID-19 lockdown.

Discussion

The researcher analyzed parents' perceptions from their knowledge, experience, practices, and challenges on mental well-being of children aged 3-5 in COVID-19 lockdowns. The interpretation of the findings is presented in this section, which has come out during the study and provided an analysis of the research evidence concerning the existing literature. In this chapter, the interpretation of the findings is presented in three themes.

As stress may affect negatively on child's mental well-being before birth, so parents need to know about mental well-being. Moreover, this COVID-19 lockdown affected young children so badly and it was found that children aged 3-6 years demonstrate clinginess and fear for family members to be affected by Corona (Singh et al., 2020).

In Bangladesh, the scenario is almost the same. Children had a negative impact of

COVID-19 lockdown as they had to stay in the same environment where they faced everyday challenges of their parents. They felt the financial issues, stressful news about Corona, the tension of parents, and detached from social engagement. All these harmed their mental well-being (Hossain et al., 2020).

Parents need to know about the impact of COVID-19 lockdown that may hamper their children's overall mental well-being.

Theme 1: Parents' perception of mental well-being of children

The study's demographic profile indicates that most parents were from upper-class families and all participants have good educational background. In this section, the researcher discusses the understanding of parents regarding mental well-being both in general and of their children.

Parents understanding of mental well-being

The data findings of the study suggested that parents have unclear thoughts about mental well-being. From the interview, it appeared that the term 'mental well-being' could not be defined properly. Parents felt that mental well-being means when there is no mental disorder. They think that mental well-being means everything is good and people have a peaceful life. According to WHO, Mental health is not just the absence of mental abnormalities. When every individual understands his or her ability, can handle the normal stresses of life, can work vigorously and effectively, and can contribute to her or his community is called mental well-being (Mind, 2011). Most parents believe that mental health is as important as physical health. In support of this statement, even if the mind and body are often thought of as being unrelated, mental and physical health are interconnected. Good mental health has a positive effect on physical health. Vice versa, poor mental health harms physical health (Brennan, 2021).

Parents' understanding regarding their children's mental well-being is slightly different from their general perspective. The researcher identified that parents feel the way of response, the reaction in a different situation, and showing curiosity determine children's mental well-being. Parents think children need a safe environment, proper stimulations for development, healthy relationships with parents, and responsive, attentive, and loving caregivers for their healthy state of mind. In favor of this statement, the basic things needed for children's mental well-being are unconditional love from family, self-confidence and high self-esteem, the opportunity to play with other children, encouraging teachers and supportive caregivers, safe and secure atmosphere, proper discipline, and instructions (MHA, n.d.). Participants also expressed that children need balance surroundings and parents should not give excessive love and care, otherwise that may ruin children's overall mental well-being. There is a fine line between caring and caring too much. Parents want the best for their children. Nowadays the world has become too much competitive and unsafe. Hence, parents pressurize their children to do their best in all areas of life and become overprotective and caring about their children. Parents think it is good for them but unfortunately, this possessiveness led to greater risk in children's mental state (Sinha, 2016). One participant gave a similar statement based on the Bangladesh scenario that Bangladeshi parents have a lacking in the matter of children's mental well-being because they cannot balance during nurturing their children. Researcher identified that participant meant to say that parents nowadays want to help their children to have mental well-being. Unfortunately, while trying to help the children, the parents sometimes end up spiling them. Parents understand the concept of children's mental well-being, but they cannot explain it adequately as they have few limitations in their thinking about children's mental well-being.

Respondents believed a healthy environment inside and outside of the home plays a vital role in children's mental well-being. Moreover, participants revealed that parents have the most important role in children's mental well-being and they should maintain good communication, friendly attitude, encouragement, build a healthy child-parent relationship and instill all the good habits from the very beginning. In support of this matter, one article showed, parents should show love through actions, create a healthy environment, show respect and praise in children's victory, talk with children in an empathetic way, and communicate with them properly (Walia, 2021). Few interviewees expressed children should not be stopped to do anything and they should give complete freedom that helps them in enhancing mental well-being. On the contrary, some interviewees believed children should be stopped when they do something wrong, otherwise, they will not understand the difference between right or wrong, true or false and it will make them stubborn, aggressive, and arrogant. Children's holistic development depends on parents who provide initial support to become independent and have well and prosperous lives (CDC, 2021). Participants from this study also said that as parents are the primary caregivers so they must give the best support to children that help them in developing a healthy mental state.

Parents' belief about the effect of COVID-19 lockdown on mental well-being

Participants agreed that this COVID-19 pandemic not only hampered physical health but also impacted negatively on mental health. The researcher identified that participants had extreme stress, emotional instability, monotony, financial crisis, irritation, boredom, extreme workload, etc. during the lockdown. All these caused mental distress and tension around their home at some point of the lockdown. To embrace this statement one report showed, this lockdown caused lots of problems like financial, nutritional, unemployment, health, psychosocial, etc. (Hamadani, et al.,

2020). Participants expressed their mental stress also affects their children and hamper their mental well-being. A similar statement was found in one article that this prolonged lockdown increases anxiety and frustration around the home, parents become extremely stressed and that negatively affects their children's mental well-being (Aresfin et al., 2020).

Participants felt that this COVID-19 lockdown took away children from a child-friendly environment. Children became timid, restless, depressed, frustrated, irritated, bored, less active, less productive, less interactive, anxious, and less attentive due to this lockdown. According to Zarin Zeba Khan, a senior official of World Vision International, stated that over 50% of the children were feeling stressed and struggling with anxiety due to the lockdown (Sakib, 2021). Similarly, international data showed Israeli parents of 2-7 years old children stated, most chronic stress symptoms in children were restlessness, irritation, anger, detachment anxiety, and crankiness (Shorer, 2020). Parents expressed their fear about the developmental delay, speech delay, and hampered in skill development and socioemotional development due to long time detachment from peers, and other social activities. In tune with this, in Bangladesh, children feel isolated and depressed and have limited support systems to achieve developmental milestones due to the closure of schools, parks, playgrounds, and other social gatherings (iMMAP, 2021). Another study showed parents are concerned about the socio-emotional development of their children and the unawareness of the impact of stress on children during lockdown (Egan et al., 2021). One exceptional finding from the study is one participant only felt a little bored and her child did not show any stress during the lockdown.

Parents' observation regarding children during lockdowns

Parents observed differences in their children's regular behavior and emotional state but unfortunately, no participants could differentiate between behavior and emotion. Almost every respondent thought behavioral and emotional changes are the same. So, the interviewer got quite similar responses from both matters.

The researcher found participants explained both positive and negative changes of their children happened due to lockdown. Respondents expressed that their children felt fear about near one's illness and children became restless whenever any of the family members went outside. A similar view was found on a report that 3-5 years old children get worried about falling sick or their loved ones falling ill with COVID-19 which, disturbs their mental well-being (CDC, 2021). The researcher identified participants who stated their children became more aggressive, moody, stubborn, and irritated due to the detachment from friends, relatives, social and cultural events, normal activities, playing freely, etc. according to Dr. Khairul Bashar of Manikganj Sadar Hospital being detached from the community and normal activities for a long time typically harms the mental well-being of children (Dhaka Tribune, 2021). The interviewer received a few positive responses from some participants. Mostly fathers and working mothers felt their children became more closer to them and their children were very happy to have their parents with them all the time. The child-parent relationship developed a lot and parents are so happy to have this change. To be at odds with, one study on parents from Singapore showed lockdown may influence the child-parent relationship and increase harsh parenting but most parents are unaware of that (Chung, et al., 2020). All participants showed mixed feelings about their children's emotional changes. On one side, they feel that their children could not follow the command and become less

responsive. On another side, their children became closer to them and share their thoughts with their parents more.

Parents felt worried about children's irregular and undisciplined lifestyle that happened due to an imbalance of a routine. The well-suited statement, from global data, showed, Argentine parents of young children stated 69.5% of the children have changes in their emotional behavior, and 55.3% of the parents reported that children change their daily routine during lockdown (Fasano, et al., 2021). Respondents complained about their children's device addiction is another crucial finding from this study. Children throw extreme tantrums, have bad sleeping and eating habits, become excessively aggressive, become less active, and have speech difficulties. Participants observed all these negative changes in children's behavior due to device addiction and this addiction occurred due to COVID-19 lockdown. In support of this, one study of Canada with families of 18 months to 5 years old children reported, 87% of children's screen time increased and 52% of children's physical activities decreased due to lockdown (Carroll et al., 2020). The researcher observed that the parents complained about their children's addiction to devices yet gave full freedom to use them. The respondents let their children use devices even after knowing their bad effects due to being overly tired.

Emerging research has shown, that children become crankier, aggressive, restless, irritable, hyperactive, insecure, fearful, and depressed due to long time closure of schools, social gatherings, playgrounds, and detachment from loved ones.

Parents' understanding of the long-term effect of lockdown

Respondents said positive things and showed confidence about having no long-term effect of lockdown on their children. Furthermore, respondents observed decrease in negative changes and improvement in their children's overall well-being whenever the lockdown was over.

Interviewees believed that children have more adaptivity than adults, so whenever they get a normal environment, they will learn everything so fast. Respondents observed after having normal circumstances their children achieved developmental milestones, developed skills, adapted to the new situation, and filled all the gaps quickly that occurred due to lockdown. A report also showed that adults have developed the prefrontal cortex, which helps them experience functional fixedness and make them see everything exactly as it is. In contrast, children's prefrontal cortex gives them the ability to be flexible and inventive. Thus, children adapt and learn faster than adults (Muftau, 2014).

All parents agreed that one good thing happened during this COVID-19 lockdown that is their child-parent relationship and relationship with siblings improved a lot. The study findings demonstrate that participants were happy to share that children have become more caring, polite, and loving towards their parents, siblings, and other family members. On the contrary, one report showed, 8 out of 10 children are seen to harbor negative emotions towards parents and siblings due to the drastic lifestyle change (Morelli, 2020).

This study indicates that parents have an idea about children's mental well-being and try their best to support their children in their mental well-being. Parents are serious about their children's healthy mental state and do what they feel is good for their children.

Theme 2: Parents' practice in managing children's mental well-being

Respondents shared various thoughts about managing daily challenges during the lockdown. A very positive outcome researcher got from this study is each interviewee revealed that their partners always gave full support during this hard time.

Housewives stated the life before and after the lockdown was more or less the same, rather during the lockdown, they got full support from their partners. Working mothers faced challenges but again to mitigate these they discuss them with their partners and made an everyday schedule to balance work. Participants from joint families got so many caregivers and that helped them and their children during lockdowns. However, the researcher identified respondents faced troubles maintaining everything and that hampered both their and their children's mental well-being. A study found the pandemic's effect on parents mostly mothers varied based on the profession of mothers and fathers and their family culture. Even with variation, parents experienced increasing workload, challenges in daily life, and having extreme stress, anxiety, and behavioral changes (Ehsan et al., 2021).

Managing children's changing behavior and emotional instability was hard for parents. The interviewer pointed out various practices' respondents did to control their children's behavior and emotions. In one study 3-5 years old children's parents reported, their children have changed in behavior, and from them, one parent faced an extreme challenge to handle her daughter's (3 years) tantrums (Egan et al., 2021). It is evident from this study findings that the only thing participants did in lockdown was accepting their children's every urge to control their stubbornness, tantrum, aggressiveness, and other negative behaviors as they felt there was no another option during that crisis period. Interviewees who believed that accepting urges is not good for their children still practiced it during lockdown just because they did not have any other way to regulate their children's changing behavior and emotions. Parents realized that to manage children's emotions they should take them into open places and during the lockdown, the best option for that is the roof top. In Bangladesh, a field-based study organized by 15 international and local organizations, including UNICEF, Save the

Children, and World Vision International has shown that the current pandemic disrupted normal childhood, and thereby children are facing mental and psychological discomfort and it revealed that children were frustrated of staying home (55%), children's lives have become unmanageable due to long-term schools closure (42%) and children worried about the impacts of the pandemic (52%) (Sakib, 2021). Moreover, parents understand children need quality time, variety of games as they cannot keep their concentration on one thing for a long time. The researcher identified that participants took their children to the roof top regularly, where other children were present. Parents also arranged different types of games both at home and on the roof like singing, dancing, drawing, ludo, carrom, and other activities. Parents shared different practices they did like telling stories, watching cartoons, sharing good examples, providing extra love and care, and appreciating good work. Likewise, during this lockdown, children need more concentration and intense love from the elders of the family (Hossain, et al., 2020).

Data revealed how parents gave full attention to their children when they needed it before and during the lockdown. It showed that before lockdown fathers and working mothers could not manage to give full attention but during lockdown when they stayed home 24/7, they gave full attention to their children. However, housewife mothers also shared because of having their husbands at home all day helped them in giving full attention to their children when they needed it. Participants described during their important office work or meeting, during cooking or bathing whenever children sought their parents' help to manage emotional instability that time available parent provided the full support. Respondents pre-determined the work plan and maintained a routine to manage their work and children altogether. Participants expressed that both parents and other family members must distribute the work among everyone to improve the

mental well-being of children and all family members. One latest research claimed fathers and other male caregivers have a vital role in improving children's mental health (CDC, 2021).

Theme 3: Need-based support parents provide for improving children's mental well-being

The researcher found participants had little trouble understanding the term "need-based support". After explaining with example researchers were slightly able to provide a thought about need-based support. Participants tried to express in their way how they can improve their children's mental well-being.

Participants had taken various steps to improve their children's mental well-being. In that time of uncertainty, participants tried to provide support within the home. Respondents revealed that giving extra love, a safe and secure atmosphere, playing opportunities at home, quality time with parents, providing a balanced diet, and going for a short trip with all safety measures can improve children's mental well-being. In line with this statement in an article it was found that normally it is necessary to give children regular playtime, proper diet, vacations, healthy environments, quality time with parents to enhance their healthy mental state (Doshi, 2019).

Participants stated that the age 3-5 is very crucial for development and learning. This long-time lockdown hampered children's skill, speech, socioemotional, physical, and literacy development and also destroy sleep cycle and routine. According to Lev Vygotsky's sociocultural theory, social interaction plays a major role in children's learning (Cherry, 2020). The third stage is initiative vs. guilt from the theory of psychosocial development given by Erik Erikson during 3-5 age children start using their thinking to control their surroundings by directing play and social interaction

(Cherry, 2019). Both these theories indicate that social interaction is necessary for children's development that is hampered due to COVID-19 lockdown.

Participants shared a few examples of how they tried to mitigate their children's specific changing behavior and emotions. In this matter, respondents tried their best to improve their children's overall well-being and used different types of activities for that. To regulate emotional instability, behavioral changes, and less activeness, few parents started home gardening with children, few parents involved their children in cooking or baking, few parents started doing singing and dancing with their children. Likewise, involving in some works or inspiring daily exercise during lockdown may help children to ease stress (Hurley, 2020). Though few reports such as studies done by (Public Health England, 2021), (Morin, 2021), (Banyan Mental Health, 2021), and (Health eService, n.d.) suggested that parents need to listen to their children carefully, encourage them, spend quality time, build trust, set clear restrictions, give positive thoughts, observe children's changing behavior and provide healthy surroundings to improve children's mental well-being.

The data findings suggested that parents gave mixed responses when they were asked to share their experience on giving specific support when needed during COVID-19 lockdown. Most parents just ignored their children's tantrums, stubbornness, and aggressiveness. Few parents on the other hand counseled their children and that worked for them. All parents again stated that vacations are very important so whenever the lockdown was relaxed a bit, they arranged a short trip and went for that. Respondents expressed from the beginning children should learn values, culture, and education. They believed family values and respect for family is the foundation of mental well-being and those who lived in the joint family get lots of caregivers and that help in building a healthy mental state. 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 that enhance children’s overall development”. Respondents complained about their children having learning loss due to lockdown and to mitigate they provide lots of fun learning materials to build the foundation of learning. Though literature showed that many parents of 2-4 years old children reported lockdown closed early education and childcare that impacted negatively on children’s social and emotional well-being and development (Pascal et al., 2020).

The researcher further realized that the parents were not so aware of providing of need-based support they just did when they felt their children need some help to regulate changing behavior and emotional instability.

From the above discussion, it is evident that every parent supports their children's mental well-being in their way. They have also adopted various strategies to enhance children’s mental well-being and regulate their emotional instability and changing behavior. Parents believe that due to COVID-19 lockdown, multiple issues, fearful surroundings, and family inadequacy affected children's mental well-being which is quite similar to other countries’ children's mental health issues.

Conclusion

From the above findings, it can be concluded that parents face problems in managing their children's mental well-being in the COVID -19 lockdown. This research strived to understand that parents have faced more troubles with their children during this lockdown period. Furthermore, children are experiencing extreme emotional suffering due to lockdown. The COVID- 19 pandemic and lockdown have brought up vital questions regarding the consequences of pandemic and lockdown on children's mental well-being.

Few parents were more aware of this overall situation, and they are trying to maintain their children's mental well-being, but unfortunately, they could not manage it properly. However, the rest of the parents cannot do anything particularly due to different ways of thinking, family culture, and lifestyle. Almost, every parent has an unclear idea about mental well-being which creates obstacles in their parenting style. Most of the children were facing emotional and behavioral problems due to the environment created by COVID-19 lockdown. Furthermore, children became device addicted as well. Therefore, children are affected by home confinement that increases their stress, fear, anxiety, to support children's mental well-being, not only parents but also other family members should perform a preventive function and follow a strict routine to create healthy surroundings. Another thing that has been noticed here is that lockdown also affects parents' mental well-being and that channelizes from parents to children. There are also financial issues in a few families during COVID-19 that affect children's mental well-being as well.

The age 3 to 5 is very crucial for development and growth and the children trapped in their home due to lockdown may face a bigger challenge in their later life. Most of the parents felt that 3 to 5 years old is the age of development where children develop social, emotional, behavioral, motor, literacy, and numeracy skills. During this global pandemic, parents and other family members need to provide appropriate support to mitigate those developmental delays.

In such a case, if parents can understand the actual meaning of mental well-being and follow a structure to mitigate problems that may hamper their children's mental well-being then it will be easy for them to maintain a healthy mental state for children.

Mental well-being of a child actually of an individual is very important. Mental well-being can enhance all the other development throughout the life and it should be

acknowledged by family, society, and whole nation. The government can also take the initiative to develop and provide important messages regarding children's mental well-being for parents through telecommunication or media. Government and other media platforms can feature different types of cartoons and educational programs to show the importance of the mental well-being of children not only for COVID -19 or similar crisis but also for normal time.

Recommendations

This research aims to study what is the perception of parents regarding the mental well-being of 3-5 years old children during COVID-19 lockdowns. In this study, the perception was analyzed concerning how they understand, experience, and practice their children's mental well-being in this COVID-19 lockdown. Generally, parents are concerned about their children's mental well-being and overall development, but there are many limitations found in this COVID-19 lockdown. Concerning this, some recommendations are shared based on the outcomes of this research.

As COVID-19 is an unavoidable situation for everyone, it is nearly impossible for parents to ignore all the COVID-19 outcomes from children though, always being surrounded by negative news is not good for both adults and children's mental well-being. So, parents and adults in the family must provide children with actual information and necessary preventive measures for the COVID-19 scenario. Other events and media reports about COVID-19 that are not so relevant to their lives can be avoided for everyone's mental well-being.

Parents need to create a friendly atmosphere at home during this lockdown so that children cannot be so stressed and less active by staying home for a long-time. Gardening, painting, arranging drama by including every family member, baking,

singing and dancing programs, knitting, etc. can be options for parents to engage their children. This can increase their activeness and decrease their stress.

Children from this age group (3-5) cannot be busy with one particular toy or thing for a long time and when they do not get anything new, they show tantrums, clinginess, and feel ignored. That is why most parents give their children devices that cause device addiction. To control this, parents can make a timetable for daily activity and set a clear boundary at home. Parents can fix one hour for using the device, half an hour for storybook reading, one hour for drawing, etc. Most importantly along with parents, other family members should give children time so that they do not feel lonely or ignored.

Learning loss is another issue that arises from this long-term lockdown and parents feel helpless due to this matter. What parents can do is use different fun materials at home to make the learning interesting. Playdough, blocks, alphabet and number mats, different color balls and varieties of pop-up, die-cut books, colorful rhyme, and storybooks can be good materials for using in learning. Even parents can randomly and repeatedly tell educational rhymes and stories to their children.

During this lockdown, parents need to manage all their work together at home. In that case sometimes when their children need them, they cannot give them proper time. In this matter, both parents, as well as other family members, need to be cooperative. When a father has a meeting or work, the mother will fulfill the children's needs, when the mother has a meeting or household chores father will manage the children and if both parents are busy and there are no other caregivers then parents can provide a few toys and other materials to make the children busy. In case of an emergency, any of the parents who has less work pressure need to pause his/her work for a while and listen to his/her children. Parents should be good listeners. Whenever their children come to

them with concerns, problems, or fear they should be patient and listen to them carefully. It will help children to mitigate their anxiety and they can build trust in their parents.

To improve children's mental well-being parents also need to make their mental state healthy. Parents can practice yoga, meditation, exercise, etc. to enhance their mental well-being. Moreover, they can create a family time and every day in a particular time they can watch a funny or good movie with all the family members. Besides that, as during lockdown, everyone is staying home so everyone can have meals together. During this mealtime, they can talk about positive news, good stories, and memories. All these can keep the mental state healthy.

COVID-19 brings lots of tension and stress that affect children's emotional state negatively. Coping with emotion is a challenge for children and how to develop coping skills in their children is a challenge for parents. To deal with emotions parents can encourage their children to practice a few activities like deep breathing, using stress balls, doing random art (painting, doodling, drawing), and random singing and dancing. Furthermore, parents can share their emotional ups and downs with children in a simple language that may help them to develop coping skills. Parents can also provide suggestions and give examples on how to manage emotions and what to do during emotional changes.

Parents should be more careful about providing children with love and attention. During this crisis time, most of the children cannot express their fear, anxiety, or other feelings. Parents should observe and provide little extra love and care to help them adapt to the new normal situation. Besides that, maintain the social connection through calls, video calls, and other mediums. It will develop children's socioemotional skills and also, feel relieved to see their loved ones are fine.

This pandemic has hampered children's behavior as well. To improve their behavior, parents can communicate with them. They can appreciate their good habits and encourage them to help others during this crisis period. When they feel others' sufferings their behavior will automatically change positively. Moreover, parents can always give them hope for the future and let them think that this crisis is temporary. Positive news should be shared with children to motivate them.

Supportive interventions from government and NGOs for immediate and future purposes should be promoted as well.

The government can also take the initiative to develop and provide important messages regarding children's mental well-being for parents through telecommunication or media. Government and other media platforms can feature different types of cartoons and educational programs to show the importance of the mental well-being of children during COVID -19.

Focusing on the aspects of mental well-being more studies can be executed that promote children's healthy mental state. Thus, further researches with a larger sample & diverse population groups can be performed for greater exploration on this topic.

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Appendix: 1

Objective:

To understand parents' perceptions and practices towards children's (3-5) mental well-being during covid 19 lockdowns

IDI Guideline:

General Information:

Starting time: Ending time:

Name: Age:

Educational qualification:

Number of children:

Age: Gender:

Parents' Perception:

1. What comes in your mind when you hear the word “mental well-being”?
2. What is your understanding about children’s mental well-being?
3. Do you believe that COVID-19 outburst affected our mental well-being just like our physical health? Please explain.
4. Has this lockdown affected your child’s mental well-being? If yes, please explain.
5. What do you think parents can do for their child’s mental well-being? Explain a bit.
6. What did your child do at home during this lockdown / COVID -19 crisis and how does your child feel? Please give some examples.

For researcher: (bored, fearful, stressed, anxious, hyperactive, moody, etc.)

7. What type of changes did you notice in your child during this lockdown?

For researcher: (Behavioral, emotional, temperament, tolerance, tantrum)

8. Do you think this lockdown will have a long-term effect on your child’s mental health? If yes, how?
9. Have you noticed any effect of this lockdown on your child-parents relationship? If yes, please share your experience.

Parents' practice

1. How did you manage everything while staying home during lockdown?

For researcher: (involving in your child’s daily activities, your regular household work, your job (if applicable), and balancing work and child’s daily routine together)

1. How did your child manage his/her emotions during the lockdown?
2. Did they need support? (yes/no)
 - If yes, why and what type of support?
 - If no, how did he/she manage?
3. Whenever your child needs you, can you give him/her full attention?

For researcher: (during play, when feel sad or stressed, during eating, etc.)

Need-based support parents give to their children to improve their mental well-being

1. What do you do to improve mental well-being of your child?
2. Do you think sometimes specific (need-based) support is needed for your child's mental well-being? If yes, explain a bit.
3. When you notice any changes in your child's regular behavior, how do you handle this? Do you provide any particular support for that? If yes, please share your experience.

For Researcher: (stressed, fearful, severe upset, aggressiveness, unexpressive, feeling of detachment, jealousy, etc.)

4. When your child throws tantrum or shows extreme aggressiveness how do you mitigate that? Any specific help you provide? If yes, please give some examples.

For Researcher: (hostile, irritable, uncooperative, refuse to follow rules, argumentative, needy etc.)

5. When your child becomes less active or productive than usual, what type of support you give him/her? Share your experience.

For Researcher: (laziness, tired, hopeless)

6. Did your child want to go outside frequently during lockdown? If yes, how did you handle that?
7. How can you improve your child's overall mental well-being that has been disrupted for this long lockdown?

For researcher: (any professional help, counselling etc.)

8. Any other comment or suggestions?

প্রশ্নাবলী:

সাধারণ তথ্য

সময় শুরু: সময় শেষ:

নাম: বয়স:

শিক্ষাগত যোগ্যতা:

সন্তান সংখ্যা:

সন্তানের বয়স: সন্তানের লিঙ্গ:

পিতা-মাতার অনুভব/উপলব্ধি

১. "সুস্থ" মানসিক অবস্থা" এই শব্দটি শুনলে আপনার প্রথমে কি মনে হয়?

২. শিশুর সুস্থ মানুষের অবস্থা বলতে আপনি কি বোঝেন?

৩. আপনি কি বিশ্বাস করেন যে কোভিড-১৯ এর প্রাদুর্ভাব শারীরিক সুস্থতার সাথে সাথে ও মানসিক সুস্থতাকেও একই রকম ভাবে বিঘ্নিত করে?

৪. আপনি কি মনে করেন পিতা-মাতা কিভাবে তার সন্তানের মানসিক সুস্থতা খেয়াল রাখতে পারে? একটু ব্যাখ্যা করুন।

৫. এই কোভিড-১৯ সংকট/লকডাউন এর সময় আপনার সন্তান বাসায় কি করে এবং আপনার সন্তান কি রকম বোধ করে এই লকডাউনে?

গবেষকের জন্য: (বিষন্ন, ভীত, মানসিক চাপ, উদ্বেগ, অস্থিরতা, মেজাজি ইত্যাদি)

৬. আপনি কি মনে করেন এই লকডাউন আপনার সন্তানের মানসিক সুস্থতা কে কোন ভাবে ব্যাঘাত ঘটিয়েছে? যদি হ্যাঁ হয় তাহলে ব্যাখ্যা করুন।

৭. এই লকডাউন এর মধ্যে আপনি আপনার সন্তানের মধ্যে কী কী পরিবর্তন লক্ষ্য করেছেন?

গবেষকের জন্য: (আচরণগত, আবেগপ্রবণতা, সহনশীলতা, মেজাজ, রাগ ইত্যাদি)

৮. আপনি কি মনে করেন যে এই লকডাউন আপনার সন্তানের মানসিক সুস্থতার ওপর দীর্ঘমেয়াদী প্রভাব ফেলবে? যদি হ্যাঁ হয়, তাহলে কিভাবে?

৯. আপনি কি লকডাউন এর কোন প্রভাব আপনার এবং আপনার সন্তানের সম্পর্কের উপর লক্ষ্য করেছেন? যদি হ্যাঁ হয়, তাহলে আপনার অনুভূতি ব্যাখ্যা করেন।

পিতা-মাতার অনুশীলন

১. আপনি কিভাবে সবকিছু পরিচালনা করেছেন লকডাউন এর মধ্যে বাসায় থেকে?

গবেষকের জন্য: (সন্তানের প্রতি দিনকার কাজে জড়িত থাকা, প্রতিদিনকার বাড়ির কাজ, আপনার চাকরি {যদি থাকে} কাজে আর আপনার সন্তানের প্রতি দিনকার রুটিনে ভারসাম্য রাখা)

২. আপনি কিভাবে আপনার সন্তানের ইমোশন ম্যানেজ করেছেন এই লকডাউনে?

৩. আপনার সন্তানের কি কোন সহযোগিতা লেগেছিল (হ্যাঁ/না)? -- যদি হ্যাঁ হয় তাহলে কেমন সহযোগিতা?

-- যদি না হয় তাহলে কীভাবে সে নিজের ইমোশন ম্যানেজ করলো?

৪. যখন আপনার সন্তানের আপনাকে প্রয়োজন হয়ে যায় তখন কি আপনি তাকে পুরোপুরি ভাবে সাহায্য করতে পেরেছেন/ মনোযোগ দিতে পেরেছেন?

গবেষকের জন্য: (খেলার সময়, যখন তারা মন খারাপ করে বা অস্থির হয়, খাওয়ার সময় ইত্যাদি)

পিতা-মাতার দ্বারা প্রয়োজনভিত্তিক সাহায্য প্রয়োজন সন্তানের মানসিক সুস্থতার উন্নতির জন্য

১. আপনি আপনার সন্তানের মানসিক সুস্থতা উন্নতির জন্য কি করেন?

২. আপনার কি মনে হয় কখনো কখনো আপনার সন্তানের নিদৃষ্ট বা প্রয়োজনভিত্তিক সাহায্য রকম পড়ে মানসিক সুস্থতা বজায় রাখার জন্য? যদি হ্যাঁ হয়, তাহলে আপনার অভিজ্ঞতা বলুন।

৩. যখন আপনি আপনার সন্তানের মধ্যে সহজাত ব্যবহারে পরিবর্তন লক্ষ্য করেন তখন আপনি সেই বিষয়টা কে কিভাবে পরিচালনা করেন? সেজন্য কি আপনি কোন বিশেষ সাহায্য দিয়ে থাকেন? যদি হ্যাঁ হয়, তাহলে আপনার অভিজ্ঞতা বলুন।

গবেষকের জন্য (বিষন্ন, ভীত, মারাত্মক বিচলিত, আক্রমণাত্মক, অবর্ণনীয়, বিচ্ছিন্নতার অনুভূতি, হিংসা ইত্যাদি)

৪. যখন আপনার সন্তান অতিরিক্ত রাগ কিংবা জেদ দেখায় তখন আপনি সেই বিষয়টা কে কিভাবে কমাতে পারেন? তার জন্য কি আপনি কোন নির্দিষ্ট সাহায্য দেন? যদি হ্যাঁ হয়, তাহলে কয়েকটা উদাহরণ দিন।

গবেষকের জন্য: (প্রতিকূল, খিটখিটে, অসহযোগী, নিয়ম মানতে অস্বীকার, তর্ক করা, অতিরিক্ত চাহিদা ইত্যাদি)

৫. যখন আপনার সন্তান সাধারণের চেয়ে কম সক্রিয় বা উৎপাদনশীল হয়ে পড়ে তখন আপনি কি ধরনের সাহায্য তাকে দেন? আপনার অভিজ্ঞতা ব্যাখ্যা করুন।

৬. আপনার সন্তান কি লকডাউন এর সময় বারবার বাইরে ঘুরতে যেতে চাই তো? যদি হ্যাঁ হয়, তাহলে আপনি বিষয়টাকে কিভাবে কন্ট্রোল করতেন?

গবেষকের জন্য: (অলসতা,)

৭. আপনি আপনার সন্তানের সার্বিক মানসিক সুস্থতা কিভাবে উন্নতি করবেন যেটা লকডাউন এর দরুন ক্ষতিগ্রস্ত হয়েছে?

গবেষকের জন্য: (প্রফেশনাল সাহায্য বা কাউন্সেলিং)

৮. আর কোন কमेंট বা সাজেশন?

Appendix: 2

FGD Guideline:

Session Duration: 60-90 minutes

Total Participants:

Male: Female:

Date:

Questions:

1. What you know about children's mental well-being?
2. What do you think parents can do for their child's/children's mental well-being?
Explain a bit.
3. How did your child feel (bored, fearful, stressed, anxious, hyperactive, moody, etc.)
in this lockdown and what did they do during this lockdown period?
4. What type of changes did you notice in your child/ children during this lockdown?
Please give some examples.
5. Has this COVID-19 outburst affected your child's/ children's mental well-being
and do you think it will have a long-term impact on your child's/ children's mental
well-being? Please explain your thoughts.
6. How did you manage everything while staying home during lockdown and what
type of struggle you faced to give full attention to your child/children when they
needed it?
7. Did you feel sometimes your child/children need any specific support (need-based)
for his/her/their mental well-being during lockdown and how did you provide that?
Please share your thoughts.
8. How can you improve your child's/children's overall mental well-being that has
been disrupted due to this long lockdown?

প্রশ্নাবলী:

সেশন সময়কাল: ৬০-৯০ মিনিট

সর্বমোট অংশগ্রহণকারী:

পুরুষ: নারী:

তারিখ:

১. আপনি বাচ্চার মানসিক সুস্থতা সম্পর্কে কী জানেন?
২. আপনি কি মনে করেন কিভাবে পিতা-মাতার সন্তানের মানসিক সুস্থতা বজায় রাখতে পারে? ব্যাখ্যা করুন।
৩. আপনার সন্তান এই লকডাউনে কেমন বোধ (বিষন্ন ভীত, অস্থির, জেদি, উদ্ভিগ্ন, চাপ, মেজাজী ইত্যাদি) করেছে এবং কী ধরনের কাজ করেছে?
৪. এই লকডাউনে আপনি আপনার সন্তানের মধ্যে কি কি ধরনের পরিবর্তন লক্ষ্য করেছেন? কিছু উদাহরণ দিন।
৫. এই কোভিড-১৯ কি আপনার সন্তানের মানসিক সুস্থতার উপরে কোন রকম প্রভাব ফেলেছে এবং আপনি কি মনে করেন এই প্রভাবটি দীর্ঘমেয়াদি কোন প্রভাব হতে পারে? আপনার চিন্তা ব্যাখ্যা করুন।
৬. এই লকডাউনে বাসায় থেকেও আপনি সব ধরনের কাজ কিভাবে ম্যানেজ করলেন এবং আপনি কি ধরনের সমস্যার মুখোমুখি হয়েছেন যখন আপনার বাচ্চার আপনাকে জরুরি ভাবে প্রয়োজন হয়েছে?
৭. আপনি কি মনে করেন কখনো কখনো লকডাউন এর কারণে আপনার বাচ্চার একটা বিশেষ বা নির্দিষ্ট সহায়তার দরকার হয়েছে তার মানসিক সুস্থতার জন্য এবং আপনি কিভাবে সেটা তাকে দিতে পেরেছেন? আপনার অভিজ্ঞতা বলুন।
৮. আপনি কিভাবে আপনার সন্তানের মানসিক সুস্থতা উন্নতি করতে পারেন যেটা দীর্ঘমেয়াদি লকডাউন এর কারণে অনেকটাই ক্ষতিগ্রস্ত হয়েছে?

Appendix: 3

Title of the Research: Parents' perception on mental well-being of 3-5 years old children during COVID 19 lockdowns

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 Parents' perception on mental well-being of 3-5 years old children during COVID 19 lockdowns.

Risks and benefits: There is no threat to you for contributing in this study and directly or indirectly parents of 3-5 years old children will be helped in future by advancement awareness of mental well-being in any epidemic and pandemic case.

Privacy, anonymity and confidentiality: All information gathered from participants will stay strongly confidential. It would be a great joy for us to answer your queries about the study and you are welcome to contact.

Future use of information: Some of the information gathered from this work may be saved for future experiments yet in such scenario information and data provided to other researchers, will not conflict with or interrupt the maintenance of privacy, anonymity and confidentiality of information finding participants in any way.

Right not to participate and withdraw: The participation in the study is voluntary, and you have the power to decide for and against your participation in this study. Denial to take part in the study will involve no consequence. If you agree to my proposal of joining yourself in my study, please show that by putting your signature the required space below.

Thank you very much for your cooperation

Signature of Investigator Date: _____

Signature of Participant Date: _____