

**Parents Perceptions on 3 to 6 Years of Children's Screen Time
During COVID-19 in Dhaka City**

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A Thesis Proposal Submitted to Brac Institute of Educational Development, Brac University for
the Partial Fulfillment of the Requirement for the Degree of Master of Science in Early
Childhood Development

Brac Institute of Educational Development
Brac University
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Declaration

It is hereby declared that

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

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Approval:

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Ethics Statement

Title of Thesis Topic: Parents perceptions on 3 to 6 years of children's screen time during Covid-19 in Dhaka city

Student Name: Humyra Zarin Sattar

1. Source of population: Parents having children of 3-6 years living in Dhaka City
2. Does the study involve (yes, or no)
 - a) Physical risk to the subjects (no)
 - b) Social risk (no)
 - c) Psychological risk to subjects (no)
 - d) Discomfort to subjects (no)
 - e) Invasion of privacy (no)
3. Will subjects be clearly informed about (yes or no)
 - 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)
 - 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:
 - a) Proposal (yes)
 - b) Consent Form (yes)
 - c) Questionnaire or interview schedule (yes)

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Abstract

Digital devices, such as phones, computers, television, and tablets worldwide have enlarged, and in Bangladesh the scenario is indifferent. Based on international studies and study findings, children who are involved in digital screens more than any other physical activity become more inactive in their life. Many countries approach many strategies for maintaining these issues but unfortunately in Bangladesh is still far behind in making any steps. Moreover, educated parents are ignorant about the consequences of screen time, as a result, the situation gets worse. Also during the data collection, it has been found that parents are occupied with their work most of the time which does not let them focus on their children, and on the other hand children are stuck at home during a pandemic, so digital devices become the only options for them. Mainly the increased situation of screen time, parents' lack of knowledge, and the need for investigation on this issue in the context of Bangladesh, the current study was to examine parental perceptions of screen time and what kinds of practices they are following to control these issues among 3 to 6 years children in Dhaka city. For this study, data were collected through the qualitative method and followed a semi-structured interview questionnaire for both fathers' and mothers' in-depth interviews. The study was on purposive sampling, where four mothers and two fathers from diverse socio and academic backgrounds participated. In this respect, the study indicated that though all the parents are educated and have good knowledge of on-screen time they have lack knowledge of the negative effects of screen time and all blame their busy work schedule which does not let them do much control this issue. Most of the parents believe in a day 2 or 3 hours of screen time are fine. No parents apply any strict rules or limit the time frame for screen time. Parents recommended having a safe play zone in the society might help to control this problem.

Keywords: Parents perceptions; Screen time; Dhaka city

Dedication

I would like to dedicate this thesis to my beloved husband, Saif Haque, without his moral support it was impossible to pursue this degree. The number of sacrifices he did and the belief he always had in me inspired me to complete this degree.

Acknowledgement

Behind his paper, there are many people's love, support, inspiration invested. First of all my foremost, gratitude goes to BRAC IED, BRAC University for letting me fulfill my desire to study Early Childhood Development here.

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List of Acronyms:

WHO World Health Organizations

ADHD Attention Deficit and Hyperactivity Disorder

IDI In Depth Interview

Chapter I

INTRODUCTION AND BACKGROUND

Introduction

Schools for more than 168 million children globally have been completely closed for almost an entire year due to COVID-19 lockdowns, according to UNICEF. Furthermore, around 214 million children globally have missed more than three-quarters of their in-person learning (UNICEF, 2021). Classroom shifted into ZOOM, playing field shifted into games, videos which may help them, but parents are worried about the time their children spend on social media and online games before the pandemic, the figurative ‘jump’ into screens can also cause more concern or even distress (Winther, 2020).

Screen time is explained as “time spent using an electronic screen, such as a TV, computer, or a mobile device” (Olson et al., 2015), “anything else that requires watching a screen” (Elizabeth, 2013). Research has emphasized the influential role of parental perceptions of children’s literacy development. Parents’ beliefs guide caregiving activities, and their beliefs are shaped by parents’ history, culture, standards, and the interaction between the parent and child (Austin, 2017). So, a child’s development influences what a parent believes and gives value. A child’s brain undergoes an amazing period of development from birth to 3 producing more than a million neural connections each second. The development of the brain is influenced by many factors, including a child’s relationship, experiences, and environment. From birth to age 5, a child’s brain develops more than at any other time in life. And early brain development has a lasting impact on a child’s ability to learn and succeed in school and life (Zero to Three, 2016).

During the pandemic globally use of digital screens and the internet increased dramatically because of the lockdown, online classes, and spending all the time at home. As of June 2020, 62 percent of parents of U.S. teens aged 14 to 17 years stated that their children were spending more than four hours per day electronic devices since the start of the COVID-19 pandemic. Only 32 percent of responding parents stated that their teens had used electronic devices daily for more than four hours before the COVID-19 pandemic (Johnson, 2021). Children are spending a lot more time online due to remote schooling or gaming during the pandemic (Stanley, 2021). Another survey conducted in the US found that nearly half of American children aged 5 to 15 are spending more than six hours a day in front of a screen, which is a 500% increase in the time spent online before lockdown (Parliament, 2020). Children who are exposed to an unsupervised and longer period to screen time can exhibit problems like speech delay, sleep disorder, attention problem, aggressive behavior, brain impairment, and different health issues (Sanders et al., 2016).

To prevent the outbreak of COVID-19, Bangladesh has been closed the academic institutions, therefore, about 3.7 million students and more than a million teachers are staying at home. Moreover, evidence shows that whenever children are beyond schooling (e.g. weekends and summer payday's), they become physically less active, have a much-prolonged screen time, irregular sleep schedules, and less healthy diets, resulting in excess weight and lack of cardio-respiratory performance (Yeasmin et al., 2020).

In Bangladesh even before the pandemic, many occasions it has been seen that parents tend to give the devices to their children during mealtime and even in restaurants. It was a common scenario in the restaurants that parents gave mobile or tab to keep them silent. Now during the

pandemic, children got full access to digital devices, apart from doing online classes, playing games, watching videos becoming a part of life.

STATEMENT OF THE PROBLEM:

Children who spend an excessive amount of time on TV are more likely to be overweight. Research showed that while watching television, the metabolic rate is slower than when just resting (Thomas, 2014). Children who consistently spend more than 4 hours per day watching TV are more likely to be overweight (Thomas, 2014). Mobile screens affect children's brains and health. Cell phones have non-ionizing radiation. Mobile phones send radio-frequency waves from their transmitting unit or antenna to nearby cell towers. Microwave radiations from cell phones and other wireless devices are very harmful, particularly for children and unborn babies. Many researchers have proved that radiations pose a greater risk for bodily damage in children. The rate of microwave radiation absorption is higher in children than adults because their brain tissues are more absorbent, their skulls are thinner, and their relative size is smaller (Khan, 2019). According to a study it has been found that children who play video games can have depression, anxiety, shyness, aggression, and problems with too much cell phone use. Children with Attention-Deficit/Hyperactivity Disorder (ADHD) may be particularly vulnerable (McCarthy, 2020). National Institutes of Health (NIH) in 2018 mentioned that children who spent more than 2 hours a day on screen-time activities scored lower on language and thinking tests, and some children with more than seven hours a day of screen time experienced thinning of the brain's cortex, the area of the brain related to critical thinking and reasoning (Matters, 2020).

American Academy of Pediatrics studies suggests that screen time may be affecting the normal development of fundamental learning, language, and emotional skills (Pandika, 2016). Prolonged

screen time can result in a digital eye strain that may include burning, itchy, or tired eyes. Blue light is also damaging to the retinal cells and can speed up macular degeneration. This is also the cause of increased cases of myopia or nearsightedness in children (Radhakrisnan, 2021). That same paper mentioned screen time is a sedentary activity. This, coupled with eating high-calorie junk foods, often leads to childhood obesity. Children who have a habit of eating during screen time are more likely to become overweight. Obesity can also lead to various health problems, including diabetes, joint problems, and heart disease (Pandika, 2016). Too much screen time is creating subtle damage in children. Many children suffer from sensory overload, hyperactivity, and a lack of sleep. These children often act impulsively, are moody, and can't pay attention in class or at home (Team, 2019). For minimizing screen-time for the children World Health Organization's panel of experts made guidelines for physical activity, sedentary behavior, and sleep for children under 5 years of age in 2019, which said that children must spend less time sitting and watching screens (Khondkar, 2021).

A study mentioned that almost all children in years 8 and below have their own tablet device and spend an average of about 2.25 hours a day on digital screens (Matters, 2020). According to another study, 92 percent of children use mobile devices before their first birthday. Nearly 35 percent have their own mobile devices at age 2 and that number is 75 percent among 4 years old. Nearly a quarter of children aged below 2 have TVs in their rooms (Pandika, 2016). Prolonged screen time affects children's health, mind, and language development. Naturally, children from 3 to 6 years old tend to be very curious about their surroundings. They observe, learn and explore, but devices like mobile, tab, laptops snatch away their childhood, which effecting on their communication skills, sight problems, headaches, and so on.

PURPOSE OF THE STUDY:

In Bangladesh, there are very few studies on the effect of prolonged screen time during COVID-19, as a result, there is a very limited chance for the parents to understand the effect of prolonged screen time. As a result, it is very important to have a study to explore parents' understanding of prolonged screen time during the pandemic and their practices to regulate screen time at home and the challenges they face. Erdogan et al., (2019) assert, “since parents’ beliefs and attitudes about the role and the potential of online learning for young children can influence the quality and quantity of online learning, opportunities, and learning experiences children receive at home” (as cited in Dong et al., 2020, p. 1). That is why this study has tried to try to explore the parents' perceptions on screen time and their practices to regulate children’s screen time at home.

SIGNIFICANCE AND JUSTIFICATION OF THE STUDY:

COVID-19 not only puts everyone's life at stake, but also children are in the most vulnerable situation. The pandemic changes the normal life norms which are impossible for the children to avoid, as a result, their proper holistic development is at risk. If we look at Bangladesh there is limited research conducted on prolonged screen time. Most of the studies are newspaper articles that did not capture parents’ perceptions, their challenges, and their children’s screen time practice well, which is very important to understand the gap. Some parents may know screen time is harmful, but how much it is affecting their children’s development they are unaware of it, as there are less vital awareness programs are in place. Also, like any other country, Bangladesh does not have any policy or national guidelines on screen time for children.

As in Bangladesh, there are limited significant studies on the effect of prolonged screen time for children aged 3 to 6 years, that is why it is important to work on this issue. During 3 to 6 years

children have significantly developed physically, mentally, and cognitively. But during the pandemic, children pass most of the time in front of the different digital screens and parents are still not considering the situation seriously due to the lack of knowledge and awareness. It is important to have a study on this topic otherwise a successful intervention or advocacy program could not be possible to design. The findings of the study might help future researchers to do more researches on this field and could create awareness among the parents for their children's screen time.

RESEARCH OBJECTIVES:

The two main objectives of this study are mentioned below:

- To explore the perceptions of parents regarding screen time of their children aged 3-6 years during COVID-19
- To explore the role of parents in regulating the screen time of their children during COVID-19

RESEARCH QUESTIONS:

The two research questions of this study are mentioned below:

R.Q. 1. What is the understanding of parents regarding screen time of their children aged 3-6 years during COVID-19?

R.Q. 2. How parents are managing children's screen time during COVID- 19?

OPERATIONAL DEFINITIONS:

Parents: One who begets, gives birth to or nurtures and raises a child; a father or mother. In this study, both mothers and fathers are considered as parents.

Perceptions: Perception means “receiving, collecting, the action of taking possession, apprehension with the mind or senses”. Perception is the process by which stimulation of the senses translates into a meaningful experience (Encyclopedia, 2019). In this study, perceptions of both the fathers' and mothers' will be considered.

Screen time: Banda & Robinson (2017) stated that the American Pediatrics Academy is recommending parents to limit the total time of children's television screens to under 2 hours per day. The phrase 'prolongs screen time' in this study attributed to the time spent more than two hours a day in front of the screen.

COVID- 19: The COVID-19 pandemic, also known as the coronavirus pandemic, is an ongoing pandemic of coronavirus disease 2019. WHO declared the outbreak a public health emergency of international concern on 30 January 2020 and a pandemic on 11 March 2020 (Wikipedia contributors, 2021)

Chapter II

LITERATURE REVIEW

SCREEN TIME:

Any time a child spends looking at an electronic screen is considered screen time. This includes watching videos and television shows, playing video games, and using a computer, phone, or tablet (Miles, 2021). “Screen time is time spent on screen-based behaviors, such as watching television, playing video games, using smartphones and computers, or other electronic devices with screens (McDonald et al., 2018).

Digital screening can be beneficial if the time limit could control. About the reason behind engaging in a digital device, Eric Li, MD, a Physician in the Department of Child and Adolescent Psychiatry at Children’s Hospital of Philadelphia said, “For many children, screens are their window into today’s socially distanced world, a place to talk with friends and family, to collaborate on projects, and to pursue personal interests and hobbies” (Li, 2021). But this can be very harmful if time is not limited during this pandemic tough to control when online classes going on.

Children are addicted to the screen and they’re never to sail an interaction with their parents. Parents also recognize some confusion about how best to handle the integration of multiple mobile devices into the everyday life of their children, despite the growing adoption rates of new technologies (Ostrov et al., 2006).The screen time of children is related to household expectations that are partly dictated by the level of the individual factors, such as parental attitudes and ideologies about how much and under what forms media applications in the house are used (Coyne et al., 2014). Such perceptions and practices, in turn, are surprisingly linked to

relational variables that affect the parent-child relationship especially parenting practices seen in the family (Padilla-Walker, 2006, p. 79).

To maintain the screen time World Health Organization (WHO) and the American Academy of Pediatrics (AAP) have stepped in with recommendations. AAP calls for no screen time for children until 18 to 24 months, except for video chatting, and children from 2 to 5 years should get an hour or less of screen time per day. In its guidelines on physical activity, sedentary behavior, and sleep for young children, WHO similarly recommends no screens for children aged below 2, and less than an hour a day for children aged 2 to 5 years (Pappas, 2020). These guidelines are given as many studies showed how harmful it can be for excessive screen time which is exhilarated during this pandemic.

IMPACT OF SCREEN TIME ON CHILD DEVELOPMENT:

Globally, many studies showed that prolonged screen time affects children's language proficiency, communication skills, brain development. This screen time can happen during online classes, watching TV, using tabs, playing video games, and many more. A study has found that children 2 to 5 years old who engage in more screen time received worse scores on developmental screening tests. The apparent explanation is when a child is in front of a screen, they're not talking, walking, or playing, the activities during which basic skills are cultivated (Coldewey, 2019). Another study revealed that 2 in 3 children and 4 in 5 toddlers watch movies, television shows, or online videos and 1 in 5 children watches screen more than three hours a day (Robledo, n.d.; Wikipedia contributors, 2021). The British Psychological Society warns that "Too much screen time for young children can unintentionally cause permanent damage to their still-developing brains. The ability to focus, to concentrate, to lend attention, to sense other

people's attitudes and communicate with them, to build a large vocabulary - all those abilities are harmed" (Jary, 2020).

A study found that 5 years old who spent two or more hours a day on a screen are five times more likely to be reported by their parents as exhibiting symptoms of ADHD when compared to their peers who are on screens for 30 minutes or less. Associate professor of pediatrics at the University of Alberta, Piushkumar Mandhane debated on this issue. He said screen time doesn't cause ADHD, but the symptoms created for ADHD like hyperactive, inattentive many more symptoms are related to ADHD (Kneteman, 2020). Another research finding revealed that the higher the screen time, the lower the child's ability to rapidly name objects (a measure of mental-processing speed), and the lower their developing literacy skills (Reinberg, 2019).

According to a study, 68% of children below the age of three are exposed to devices screens, such as TV, smart phones, DVDs, and video games, every day (Duch et al., 2013, p. 863). Not only that, but they also highlighted that use of screens increased with age. Beginning at the age of 2, the occupancy of mobile phone devices crossed that of TV. At the age of 4 where one-half of, children had their TV on the other hand three-fourth had their ownership over the mobile phone. Among these, the tablet was most popular among two-thirds of age 4 children (Duch et al., 2013). A cross-sectional study conducted on a low-income minority community in Philadelphia, Pennsylvania showed that around 97% of households had TV, 83% had access to tablets, 77% were using smart phones and 56%, 58% and 59% had respectively access with video consoles, computers, and Internet (Kabali et al., 2015, p. 1049).

INCREASE OF SCREEN TIME DURING PANDEMIC AND ITS IMPACT ON CHILDREN

Due to pandemics, children are getting addicted to digital screens which effecting their mind, eyesight, body, language proficiency, cognitive skills, and many more. Television, tab, video games, mobile phones are the most common devices which children from 3 to 6 years of children are using. Smartphones are easy to carry, easy to use and it is one thing which every house have. During the pandemic, children from 3 to 6 years, it is easy for them to reach towards smartphones and operate them by themselves. In a study it has been found out that 95% of families with children under age 8 had at least one smartphone in the house and 42% of children had access to their devices (Rowe, 2021). In the same study, it has been mentioned that in 2020, 60% of children were exposed to smartphones before age 5. In that group, 31% had been introduced to phones before age 2.

A survey recorded about a 50 to 70 percent increase in internet use during the COVID-19 pandemic and that 50 percent of the time was spent engaging on social media in 2020 (Pandya & Lodha, 2021). Data from more than 120,000 Chinese schoolchildren, published in *Jama Ophthalmology* suggested a threefold increase in the prevalence of shortsightedness between 6 to 8 years of children in 2020 because of keeping to their home with schoolwork which delivers online. Their eyesight deteriorated by -0.3 diopters on average, equivalent to a 0.25 increase in prescription strength (Davis, 2021). Another study revealed that during the pandemic, children and teens from the United States use electronic devices daily more than four hours than before (Statista, 2020). According to scientific literature, about 1 in 4 school going children suffer from developmental delays/deficits, such as difficulty communication, language problem, impaired motor skills, and emotional deficit. Excessive screen time is considered one of the crucial risk

factors that can potentially hamper the early developmental processes in children (Dutta, 2020). According to a research shared by the TIME magazine, toddler watching TV before or at preschool age is at a greater risk for developmental challenges and behaviors as compared to toddlers who do not watch TV (Albert, 2021). "Early childhood is a critical period for brain development and formation of behavior. High levels of TV consumption during this period can lead to future unhealthy habits," warns Dr. Pagani (Montreal, 2010).

LINK BETWEEN PARENTS PRACTICES AND CHILDREN'S EXPOSURE TO SCREEN TIME:

Parents bring unique traits and qualities to the parenting relationship that affect their decisions as parents. These characteristics include a parent's age, gender identity, personality, developmental history, beliefs, knowledge about parenting and child development, and mental and physical health. Parents' personalities also affect parenting behaviors. Parents who are more agreeable, conscientious, and outgoing are warmer and provide more structure to their children. Parents who are more agreeable, less anxious, and less negative also support their children's autonomy more than parents who are anxious and less agreeable (Prinz et al., 2009).

Parental perceptions towards media devices can affect screen time experience level and quality (Sanders et al., 2016, p. 30). For instance, parents with unfavorable opinions towards the use of smart technologies (e.g., adverse media effects) are much more likely to experience minimal screen time for their children (Nathanson et al., 2002, p. 405); apart from this,- those with favorable perceptions experience increased youth screen time (Vaala & Hornik, 2013, p. 170). Besides, growing a child's age, the amount of time parents spend watching the screen also associated with the increasing of screen viewing when higher socioeconomic status, parental

laws, and a healthy community perception are connected with little screen viewing (Atkin et al., 2014, p. 804). Research has shown that children of marginalized or low socio - economic status have reported spending so much time watching television content and playing video games than their peers of higher socio - economic status (Aishworiya et al., 2018, p. 890). Moreover, some researches have also found that increasing screen time in young children is correlated with the amount of household screens, the existence of a TV in children's bedrooms, and the employment and educational attainment of the mother (Kourlaba et al., 2009, p. 229). Thus parents play an essential role in the advancement of a child through parenting activities including certain engagement and conduct management, mostly in the form of supervision and setting of rules (Sanders et al., 2016, p. 33).

A qualitative research conducted by University of Bristol on mothers' perceptions of their preschools children's screen viewing behavior has come up with some reasons explaining why parents influence children's screen time. In that study twenty-six mothers were interviewed and it found that mobile devices were regularly used as a form of screen viewing for most children. The reasons and influences of mobile device use described by mothers were similar to that of television viewing. Mothers have mentioned that children use mobile phone more often as it is portable, could be used as a distraction tool while outside and for purposeful learning through educational games and applications. Some mothers showed concerns over mobile device use by their children, whilst others felt it was an important and useful educational tool (Bentley et al., 2016). Another research shows that a significant number of parents use digital screen devices as a discipline tool to reward their children's good behavior and/or ban the use of screen devices to punish children's bad behavior. For instance, boys whose parents allowed the use of screen

devices to reward their good behavior were more likely to exceed the recommended screen time (Hawi & Rupert, 2015).

Children learn and develop their behavior by watching others, especially their parents, and this includes screen use. In fact, the types of devices parents use and the length of time they use them being the strongest predictors of their child's screen use and screen time. In a study from the US, parents of children aged 5-18 years reported spending slightly less quality time with their children than they spend on their phones. The effects of such phrases have led social scientists to coin the word "technoference" to describe how technology interferes with social relationships, including the most important relationship of all, the one between parents and their children. Parents' technoference can have negative consequences for infants and young children, including impaired emotional well-being, parents missing bids for attention, less positive interactions, poor child behavior, delayed language development, and an increase in child injuries (Pearson, 2020).

BANGLADESH SCENARIO:

In Bangladesh, there is a very limited study conducted on prolonged screen time of children, but in some articles, some doctors showed their concern regarding the issue and mentioned how physically children are affected. Chairman and Professor of Psychiatry, Dr. Salahuddin Qusar at Bangabandhu Sheikh Mujib Medical University stated that "Excessive use and addiction to gadgets certainly is a problem, and it is a problem like any other addiction" (Hossain, 2020). Assistant professor Tariq Reza Ali of the vitreo-retina department at Bangabandhu Sheikh Mujib Medical University mentioned in the media that unlike the pre-COVID period, more and more children have come for treatment now. "They are coming with eye irritation, red eyes, blinking, and watery eyes," (Wahra, 2021). ENT specialist Professor Dr. Pran Gopal Dutta said that

smartphone is very injurious to health as children who play video games on mobile phones for five-six hours daily get eye problems at a very young age. “The day is not far away when mobile phones will be identified as more harmful than cigarettes,” he said. (Poses Health Risks, 2021).

On the other hand, another article mentioned that parents are engaged more in digital screens than with their children. Children learn from their parents. So when parents are busy with social media, games, checking news feeds, communications are not happening in between. As a result, children are diverting towards screen-time to spend their leisure time, which not only affects physically, but also mentally they are detaching from the parents, secrecy creating more which some of the time leading towards serious incidents. Also, another important factor is their communication skills are deteriorating which makes them unsocial, lack friends, depression. (Khondkar, 2021).

According to a study, children who spend more than two hours a day looking at a screen have worse memory, language skills, and attention span. Considering the situation, parents, teachers, and guardians should become more concerned and compel the children to spend less screen time using digital technology. Parents, teachers, and policymakers should endeavor to limit recreational screen time and prioritize healthy daily routines throughout childhood and adolescence. Some critics have argued that passive use of technology may replace active play, social interaction among children, and relationships with adults (Shuvro, 2020).

There is a significant amount of support and interest in the early childhood education sector for including ICT in meaningful and authentic ways into the curriculum and day-to-day practices of early childhood education, to pave the way for unprecedented learning opportunities.

Chapter III

METHODOLOGY

RESEARCH DESIGN

The present study is going to be a qualitative research about parental perceptions towards children's screen time during COVID-19. It will use two different data collection methods to collect qualitative data from participants, which are in-depth interviews and group discussions.

RESEARCH SITE

The study site for this research was different areas of Dhaka city.

STUDY POPULATION

The target population is the urban parents who have children aged between 3 to 6 years. The parents who live in rural areas are excluded. Parents who do not have children aged between 3 to 6 years are also excluded. Additional exclusion criteria were mental disability, visible sickness, or not being comfortable participating for the duration and question of the interview.

RESEARCH PARTICIPANTS

There were 6 participants (4 mothers and 2 father) in total. 6 participants were asked for in-depth interviews.

PARTICIPANTS SELECTION PROCEDURE

In this study, the participant selection process was purposive. The inclusion criteria was both fathers and mothers who have child/children aged between 3 years to 6 years coming from

different economic backgrounds and living in Dhaka city and they have been chosen according to researchers' convenience.

RESEARCH INSTRUMENTS

In-depth interviews questionnaire was used as data collection tools for the study. The questionnaire was developed by the researcher and was reviewed by the experts.

DATA COLLECTION PROCEDURE

After getting approval from the ethics committee of Brac University, the data collection process has started. The In-depth Interview (IDI) questionnaire was developed and checked by the experts. After conducting two pilot IDIs with 2 participants the researcher has revise the questionnaire for further improvement to collect data more effectively.

The researcher conducted a total of 6 IDIs, 4 IDIs with mothers and 2 IDIs with fathers. As the pandemic is still going on, so the researcher conducted the interviews online. The length of each interview was 60 to 90 minutes. Data from IDIs was collected by the researcher herself. To conduct the IDIs with the parents who come from diverse backgrounds an oral consent have been taken because their interviews were conducted over the phone. The researcher also took permission for audio recording. The participants were ensured about the confidentiality and anonymity of the information. The researcher documented the data descriptively through field notes, journals, and a tape recorder. Before starting the interview, the researcher shared the topic, objectives, etc. to make participants comfortable and informed. The interview started with some introductory questions like name, age, profession, number of children, their age, etc. After that researcher proceeded to the main questions. Throughout the interview, the researcher made important notes, a reflection of any answers, opinions, etc., which helped to write an elaborate

transcript. In the end, the researcher thanked participants for giving their valuable time for the interview and finished the interview.

DATA MANAGEMENT AND ANALYSIS:

During the In-depth interview participants' comments and reflections were recorded at the same time. Every day after talking to the participant's notes were reorganized with date and time. In terms of transcriptions, without any delay, it was put on paper exactly what participants shared from the tape recorder. Before reviewing and memoing the data, two copies of the data was made and kept in a safe place. After that, the entire transcript was organized and then was reviewed. During memoing the data or transcript, all commencing impressions of the participants were recorded and the key data relevant to research questions and sub-questions were sorted and highlighted.

At the initial stage of the data analysis, all research questions and methods were reviewed again and when data collection was done, transcriptions and notes were read several times to get a prime sense of data and to ensure that no themes were overlooked. Then categorizing was done based on data. Thereafter, patterns in the category was examined to establish themes and issues of the study. In qualitative research, thematic analysis is the most common form of analyzing interviews. Finally, the findings of the study was presented descriptively under each theme and interpreted and presented according to them.

VALIDITY AND RELIABILITY OF THE RESEARCH TOOL

As validity is an issue in qualitative research to defend the accuracy and credibility of the study, several strategies were retained to safeguard the validity of this study. To ensure credibility, peer debriefing was done with a mentor. The researcher read out some data from the transcript to

check accuracy and meaning with the selected participant. To ensure transferability, detailed descriptive data was collected. Appropriate methods and techniques were maintained based on the research objectives and questions. Guidelines for in-depth interviews along with the translated version was checked and reviewed by the expert. The reliability of the study was maintained by articulating the questionnaire correctly. The easy and clear language was used, checked, and reviewed by the experts, and based on the feedback, the questionnaire was edited several times.

ETHICS:

The study has gone through all ethical principles of research and has submitted for approval from BRAC University ethical review committee. During the process, all the applicants were invited to participate enthusiastically, and participants were acquainted with the process. Throughout the data collection the confidentiality and anonymity of the participant's identifying information obtained about them and analysis, and presentation will be maintained will not be released to anyone outside the study. Besides respondents were under no force to respond to the researcher immediately and have the freedom to withdraw.

LIMITATION OF THE STUDY:

A limitation of the study is only few urban areas of Dhaka city was selected for the study. A shorter time frame is another limitation of the study. The researcher was unable to conduct group discussion due to the unavailability of participants.

Chapter IV

RESULT

The section goals to present the results and findings that developed from the data. Data was first assembled from six (6) in-depth interview questionnaires. The thematic approach to defining and evaluating emerging themes and subthemes was focused on data. This chapter is organized into two sections. Three key themes and eight sub-themes were presented in the first section. In the following section, the key findings derived from the study are discussed.

Demographic Profiles of mothers and children:

In the study, the demographic profile mentioned the diverse age range of participants and children, participants academic qualifications, and their socio-economic status. Among the participants, four mothers' age range was from 31-38 years of age and two fathers' age range was 34 to 36 years of old. Among the mothers, one from Uttar Badda, one from Rampura, one from Basundhara, and the last one was from Khilgao. On the other hand, from the fathers, one father was from Uttar Badda and another from Sajanpur. The description of the location it is indicating that the study focused on participants from a variety of locations and their socioeconomic status, which indicates all the parents are from the middle class and one from the higher class. One is from a higher economic background. All the participant's approximate yearly income is between 6 to 20 lac taka which also indicates that they all are from middle to higher middle class. In this study, all the children are between the age of 3 to 6 years and they all are female. Among them, four are going to preschool, two are in kindergarten, The academic achievement of the mothers and fathers were from masters to M.B.B.S. All the mothers are working women. In the study, the

researcher tried to identify parental perceptions of screen time and their practices regarding managing screen time.

THEME 1: PARENTS' PERCEPTION OF CHILDREN'S SCREEN-TIME

Parents understanding of screen-time:

Data has revealed that all the mothers and fathers are well educated and their social-economical status is middle class to upper-middle class. All of the parents had a good knowledge of screen-time and explained it well. All of the parents know that screen time means watching something in front of a digital screen like- tv, tab, computer, mobile, etc. Fathers also gave the same perceptions as mothers. They all had good knowledge of digital devices.

“The amount of time spent using a device with a screen such as a smartphone, computer, television, or video game”. (IDI- 03, 09.11.2021)

“I understand that how much she spends watching TV, mobile phones, or laptops, so the consumption of the internet or any other content over an electronic device”. (IDI-2, 4.11.21)

Rules and regulations followed by parents regarding the screen-time:

Among the six participants, none of the parents applied any specific rules for their children to minimize the prolonged screen-time. No specific time or days are fixed for screen time. They blamed their busy work life and mentioned the regular online class for not giving any strict rules for that. As a result, all of the parents put less effort to control the screen-time, which made the screen-time prolonged. Also, fathers mentioned that as they don't stay at home and children are now stuck at home all the time, they don't want to take away that one thing which use to spend their time happily.

“Children are stuck in the home. And we parents are also very busy, without the weekend we can't even give proper time to them. In that case, if we put restrictions regarding the screen time it will be hard for them to spend time at home”. (IDI-3, 9.11.21)

Parents understanding regarding the negative effect of screen time:

During the interview, it has been seen that all the parents don't have a much more detailed idea of the negative side effect of screen time. Four parents mention the eyesight problem, about their communication skills, not giving proper concentration on eating, etc. Among the six participants, one mother is a doctor and one father is a pharmacist, they showed their detailed knowledge on the negative effect of screen time. They have mentioned a vast physical problem created for screen-time.

“The major negative side effect of screen-time is that it affects greatly on the eyes. On the other hand, children don't have any feelings or concentration about what they are eating!”(IDI-1, 27.10. 21)

“Not like a medical professional of course, but yeah, it impacts your eyesight mostly and also I think it hampers your child's communication skills because if a child gets more use to get himself/herself any form of screen time a particular child will not be feeling that need to communicate with people”.(IDI- 2, 4.11.21)

“Screen time has a severe bad effect on a baby's eye. Headache is the most common side effect. It also hampers their concentration of study. A long time sitting on a chair can cause back pain”. (IDI-4, 15.11.21)

Parents understanding about the reasons behind a prolonged screen time of their children:

Most of the parents believed they are the main reasons for this situation as they all are working parents and can't give proper time to their children, so providing screen is one of the biggest solutions for them to keep their children busy and entertained. Not only this but also they have mentioned colorful content, music, animated pictures which are also attracting their child towards screen-time.

“First of all, We are working parents so we cannot give our full time to her. Even after coming from the office, we need to work at home. Second of all, it meets the needs of her based on educational based as well”. (IDI-6, 16.11.21)

“I think the content, music as there are multiple types of contents are there people make them and upload them and she has so many access to different channels, different contents, she is amused by the power of the internet. Also, I believe the main factor is I am busy and I am working and she needs me or someone to engage with and she doesn't get that then she depends on the devices more”. (IDI-2, 4.11.21)

Theme 2: Practices of children regarding screen-time

Children's practices screen-time during lunch, dinner, and before bedtime:

It has been found in the study that most of the children watch video, other contents during lunch and dinner. The main reason is to make the food timing less hassle and as all of them are working parents, so grandparents or other caregiver tend to make food timing shorter, and screen-time help them to do so. Most of the children don't watch anything regularly before going to bed, but one parent again lets to listen to some Surah before going to bed. Fathers also

mentioned that during dinner time when they are watching the news or any games they also sometimes offer their children to watch with them.

“She always watches something during both of the mealtimes, otherwise it is very tough to finish the food within the short time”. (IDI- 4, 5.11.21)

“As I come late and my parents taking care of her and they are also aged. So providing screen-time is an easier option for them to faceless nagging of her and complete the food easily. When I am at home, I tried to talk or to do other activities, but I failed as she has already been habituated with the practice”. (IDI-2, 4.11.21)

“After dinner, I don’t let her watch anything.” (IDI- 2, 4.11.21)

“ I downloaded some Surah for her, so before going to sleep, she listens to those regularly”. (IDI-6, 16.11.21)

Preferred devices by the children:

The study discloses that children use multiple devices such as TV, mobile, laptop, iPad, etc. But among all the devices all the children mostly prefer to use smartphones, cable, and laptops.

She is very comfortable using smartphones for watching YouTube videos and cartoons from the duronto channel. (IDI-3, 9.11. 21)

“She is very used to smartphones, television, and laptops as well. Before the pandemic, it was only smartphones and tv, but for online classes now she loves to use laptops as well for the bigger screen and louder sound”. (IDI- 6, 16.11. 21)

Theme 3: Parents practices to manage screen-time

Activities parents do to manage screen time:

From the finding of the data, it has been seen that most parents are involved in different activities. Some parents play with their children whatever their children want to play, some only talk on different topics rather than playing. On the other hand, there was one mother who doesn't play as she finds it lame to play with toys. Rather, she paints or helps her to write letters, most of the time the child is playing with the maid. On the other hand, one father wasn't involved at all. He doesn't play, sometime he takes her to the rooftop. Also, he doesn't do many conversations with her as well. He blamed his work stress and pressure, which doesn't give him any space to do anything.

“Mostly I paint with her. Playing with toys I feel lame. I try to teach her letters or write her letters or numbers. So this is the most activity I do. We have a helping hand in our home. She is very close, so she mostly plays with her, with her toys and everything”. (IDI-2, 4.11. 21)

“I don't play as I am always busy with my work, but my wife plays with her”. (IDI-6, 16.11.21)

“Last two months we have started the bedtime story session, where I or her mother read books like fairy tale books so that she doesn't do any demand for devices before going to sleep, and she is enjoying this a lot. Also in a month once or twice we started to arrange play dates, which is also helping her to do socializing during this hard time and also helping her to do something different rather watching videos”. (IDI-5, 13.11.21)

Parents rules and regulations regarding reducing the screen-time:

All parents have some small strategies to make screen-time less for their children. One mother mentioned indoor games during weekends. But the researcher observed most of the parents didn't come up with any strict rules or didn't make any time frame for their children to do screen-time.

“During weekends as we are at home we play carom board, UNO, Ludu, or we cook together to keep them away from the screen”. (IDI-4, 5.11. 21)

Recommendations by parents to solve the problem:

All the parents are concerned about the practices of prolonged screen-time with their children. All the parents mentioned about the scarcity of playground in the society and some also mention about the healthy child-friendly work life.

“A Safe playground and balancing work-life is essential for solving this problem. Children are not getting scope to play, there are no fields or safe places where without any supervision I can send my child to play.” (IDI-3,9.11.21)

“Children need a playground in every community. In our childhood, we used to play outside, our parents never need to think of our safety, but now a playground with all the safety issues need for solving this issue”. (IDI-5, 13.11.21)

KEY FINDINGS

- All the parents have a good acquaintance with screen-time.
- As all the parents are working parents, they blame their busy life for the prolonged screen-time of their children.
- Most of the parents think that in a day 2 to 3 hours of screen time is fine.
- No parents apply any strict rules or limited time frame for regulating screen-time.
- During the weekend most of the parents try to spend quality time with their children without using any screens.
- Before bed time majority of the parents do not provide any screen to their children.
- About the effect of prolonged screen-time, majority of the parents mentioned eyesight problems. Other negative impacts of screentime are overlooked in their responses.
- Parents recommended having a safe play zone in the society to keep the screen-time controlled.

DISCUSSION

The demographic profile in the study showed that six of the participants has different educational background, they are living in different areas, four of the mothers and two fathers all of them have a very hectic work life and they are the main caregiver of their child.

In the study first major analysis was to get the perceptions from the parents about “Screen-time”. It has been revealed that all the 4 mothers and 2 fathers from the middle class have basic knowledge about the subject. All of the parents mentioned clearly what is screen-time and what we can call digital devices. In terms of devices the researcher observed that even after different economical statuses, all of the children are privileged with tv, tab, iPad, laptops, and smartphones. All of the children regularly use them for educational and entertainment purposes, but most of them prefer smartphones, tv, and tab as they are easy to carry and use. A study mentioned that almost all children in years 8 and below have their own tablet device and spend an average of about 2.25 hours a day on digital screens (Matters, 2020). According to another study, 92 percent of children use mobile devices before their first birthday. Nearly 35 percent have their own mobile devices at age 2 and that number is 75 percent among 4 years old. Nearly a quarter of children aged below 2 have TVs in their rooms (Pandika, 2016). As a result, they all can operate smartphones, tab, and television only laptops they are allowed when they have online classes.

In the study, the researcher observed variations of children’s screen time. Most of the children spend around 5 to 6 hours in front of the screen where else, according to WHO recommendation children between 2 to 5 years old should do screen-time an hour a day which none of the parents or the parents follow or monitor. Another important issue that has been found from the study is

that all of the parents have basic knowledge about the negative effect of screen time. They mentioned eyesight problems, headaches, back pain, not concentrating on food, etc., which means they all have an understanding of the negative side of this practice and none of the parents taking it seriously as children are all alone playing or reading books are not enough. Mainly this can be a crucial reason for children's prolonged time. Research has emphasized the influential role of parental perceptions of children's literacy development. Parents' views that history, culture, standards, and the interaction between the parent and child all reflected on their caregiving activity (Austin, 2017). So, parents believe, culture also influences a lot on children's upbringing which is impacting on prolonged screen time.

All the parents think their busy work life is the main reason which influencing their children to do screen time. As children are stuck at home, but parents need to go to the office, so digital screens become the only options for them to spend their time after doing the online class. Some of them mentioned even after coming home they need to do office work, during the weekend sometimes they have zoom meetings which do not let them give quality time with their children. Some of the time their work stress also does not let them spend time properly with their children after coming from the office. As a result, it's not only affecting the relationship, but also parents are feeling guilty and letting them free space to use screen time to get entertained and to be happy. But according to Bronfenbrenner's ecological systems, child holistic development depends not only on the home environment but also on the bigger matter which means society, school, office, etc. But sadly the researcher observed none of the parents' offices consider giving flexibility to their employee's family life.

In the study, it has been seen that like other mothers, fathers were also concerned for their children, and from their busy schedule, less both of the fathers try to engage themselves with

their children which they both feel not enough. The common thing among the fathers was they both had good knowledge of screen time and they blamed their work for this problem. But sadly, even after knowing the negative side only one father gave more effort to maintain the screen time than others. One of the participant after coming home, always read her bedtime stories or sometimes talk about his whole day activity or any interesting event of the day. One thing this participant does is he always apologized to his daughter for being late, which he said that he does this to let her daughter know that she is passing time alone and she is not ignorant which is a very good practice. And also on the weekends, he engages himself with her in all of her morning activities on the other hand another father who doesn't involve much with his daughter. Sometimes he takes her to the terrace or any restaurants, but he never plays, casual talks, or any activity with her daughter. As a result, the bonding they share is very formal and distanced. Not only this because of all the responsibility on the mother who is a teacher as well, but the digital screen also took the maximum space of the child's life and they are not taking the situation seriously.

Through this study, the researcher has been found that all the children have a habit to watch videos during lunch and dinner time. The reason behind parents mentioned as they don't stay at lunchtime, so whoever helps them to eat to minimize the time and have less hassle use a digital screen. On the other hand, at night when parents are at home as children are already habituated to the screen, even if they try they can't control them to see. But on the other hand, through data collection information it has been seen that when the children are going to a restaurant they don't demand any devices rather they enjoy their parent company, the environment, and play zones which give the indications that if children get proper time from their parents they will be diverted from the digital screens.

As all the participants are working parents so most of them don't get the chance to play with their children for a long period. They spend time either at dinner time talking over their full day activity. What some parents do during the weekend they watch movies or bake or play indoor games like UNO, chess, ludo, etc., which they feel helped the children to get less occupied with the digital screens on the weekends, which also the researcher felt this practice is effective for the children as they are free for the whole day and good quality time can make the relationship strong. Arizona State University conducted a study on the use of games by participants of a variety of ages, children and they found that the more parents and their children play games together, the closer they become (Exposito, 2019). On the other hand, the researcher found one mother who believes playing with toys with the child is not effective and according to her word, it's "lame" which is usual as she is well educated but still have less knowledge on how toys can create a good and easy bond with the child.

Among the participants, there were two fathers and the researcher found both of the father is very busy with their jobs, but maintain their relationships with their child in totally a different manner. One father comes home at 10, sometimes after 11 but even after that he always read a storybook to her daughter and on the weekend brushing her teeth, helping to take a bath, watching movies, or going out which helped him to make a good relationship with her daughter. On the other hand, another father comes at 5/6 pm but still, he needs to do work from home. Because of his, he doesn't get much time and during the weekend he prefers to sleep or meet with friends. But a child needs her father as well. In a study published in the Journal of Family Psychology and Science Daily, daughters who have a relationship with their father based on "rejection, chaos, and coercion" suffer "more sensitive to emotional changes" and go through high stress while discussing problems with friends. On the other hand, daughters who have a

positive and healthy relationship with their father become “warmth, autonomy, support, and structure” experience less stress overall and are more comfortable discussing problems with friends (Schultz, 2020).

All the children have tended to do screen time more than 6/7 hours, which is very harmful as per the WHO guidelines. In between 2/3 hours most of them are occupied in an online class and other times they do screen time for entertainment purposes. Children who are exposed to an unsupervised and longer period to screen time can exhibit problems like speech delay, sleep disorder, attention problem, aggressive behavior, brain impairment, and different health issues (Sanders et al., 2016). I mean it impacts on holistic development of a child but the researcher observed all the parents are in the office from morning till night 7/8 pm, so at home, no one can control the screen timing. On the other hand, most parents believe for child development, digital screens are very effective which leads the children towards a very risky situation.

According to the study it has been seen children who pass most of their time with digital screens watch varieties of things, among them TIKTOK videos, cartoons, BTI music are most popular. On the other hand, when parents are at home, they watch Bangla/English/Hindi serials like sultan Sulayman, khirer putul, friends with them and with them children also watch. Parents also don't stop as they don't get much time with their children, but even if they are educated, but unaware of creativity, that this type of program can damage a child's imaginations, creativity, language, thinking process, etc.

As all the participant's children are girls, so the legit concern about their children's safety it's another big issue. For this none of the parents send their children anywhere without any supervision. They all are afraid of all the rape cases, murder cases, kidnapped cases which every

day in social media roaming around and for avoiding them, they prefer giving digital screens rather than sending them to the terrace or down in the garage to play.

Some small and irregular practices have also been observed to solve his problem, which parents want to add as their daily activity with their children, but due to their frantic office workload, none of them couldn't do regularly, so those activities become irregular. Like- talking or sharing their thoughts, reading storybooks, cuddling, taking selfies, crafting, drawing, singing, pretend play, and playing with the child these types of activities have been noted to interact with the child.

According to the study, all the mothers and fathers highly believe they could know or understand their child more if they could give more to their children. Good, healthy, and regular interaction creates a secure attachment which helps the child feel loved, secure, and feel important by their parents. So, all the parents should balance their work and family life, give full priority when it's needed and make a strict plan for screen time for their children.

CONCLUSION

During the pandemic, the use of digital devices among children has been speed up. The main reasons behind this problem are- Long online classes, poor play space, family size, an unsafe environment, lack of quality time, parents' busy schedule, lack of practices of extracurricular activity, etc. The main goal of this study was to get ideas from parents about screen time and to find out what kinds of practices they are doing at home to mane this. It has been found that on one side children are addicted to digital devices. They are spending more time on their digital devices than with their parents. On the other hand, parts are very busy which not letting them involve in their children's life much. As a result, children are losing their childhood and parents are failing to give that.

It is high time to control screen time as the consequences of this practice will be far more worst. The government should make guidelines for the parents to manage children's screen time and proper awareness is needed to help parents to understand the importance to maintain screen time and also its negative impact on children's overall development. Not only this but also ew policy and advocacy needed for balancing the work-life, there need to be strict maintaining f office time and no work during weekends. Apart from that, a safe lay one is mandatory for every community. So that children can get an option to play, be physically active and digital screens will not be the main option to get entertainment.

RECOMMENDATION:

Based on the study evidence it has been found that during the pandemic children's screen time has been increased compared to normal time. On the other hand, during the working days parents are in their workplace for the whole day and comes at night. Even on the weekends some of the time they are busy doing Zoom meetings. As a result, in the home, there is no one to supervise the children to control the screen time or to help them to follow any strict rules. Even though all the parents are highly educated, but they have lack knowledge on the negative effect of using digital screens. Based on the findings these are some recommendations for parents and policymakers. Such as-

- An awareness-based program is a must need for both of the socio-economic groups. Programs can be on, "Balancing work and family life", "Negative effect on prolonged screen time", "Parents need weekends for children", "Effectiveness of responsive eating". This kind of topic may help parents learn and to manage screen time better.
- Family guidelines on limited screen time per day is needed. Additionally, parents should not try to turn on the TV in the background.
- Government and policy makers need to make a guideline for parents on their children's screen use.
- Healthy modeling of roles is essential. Children would potentially imitate our usage of the media, so being a positive role model is important. Reading novels, getting interested in physical activities, and spend time outside, and placing healthy limitations on the usage of our gadgets are very essential.
- Screen time in the preschool period should be limited to watching educational programming with a caregiver. Besides, limit non-educational screen time for children 2-

5 to about 1 hour per weekday and 3 hours on weekend days. Parents need to be responsible towards the child`s cues. They have to ensure no screens during mealtime and establish responsive feeding. So during family dinners and trips, switching off all the screens. As pacifiers, babysitters, or to stop the tantrums, screens 40 should be avoided. Turning off the screens and removing them 30-60 minutes before bedtime is also needed.

- The Government should develop a policy that will identify the amount of time children spends engaged in sedentary small screen activities. Besides, need to make a guideline for parents on their children`s screen use.
- More research with a larger population is needed on this topic. Not only urban areas but also rural areas need to be added to find out their perceptions, practices and the gap in between so that awareness programs, training can be organized in their as well.
- Organizations need to take a policy that addresses the balance of work and life. There need to be strict rules to not to give work and not to do work during the weekends. Not only this, but also work hours need to balance so that parents can go home and give time to their children.

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Annex I: IDI Questionnaire for Parents

Section A: Participants Demographic Information

Interview date:

Name: Age:

Educational qualification: Occupation: Family Income:.....

Total number of child/ children:..... Child/Children's age:

Interview starts time: Interview ends time:

Section B: Parents' perception of children's screen-time

1. What do you understand by screen- time?
2. What kind of screens do you have in your home (e.g., TV, tablet, computer, smartphone)? Which one does your child like to use most?
3. In daily basis how much time your child spends in front of screens?
4. Do you think screen time is important for your child's development? If yes, why & how?
5. Did you ever feel that your child is spending more time on screen? If yes, then on average, how much time does your child actually spend on TV/mobile?
6. According to you, what should be the amount of time your child should watch TV/mobile/Tab?
7. Do you know the effects of screen time? If yes, please explain your understanding.
8. Do you think prolonged screen time negatively affects your child? If yes, how?
9. According to you, what are the factors that influence your child to engage in more screen time?
10. Are children spending much more time on screen than usual during this COVID time? If yes, then why and how? (Other than online schooling)

Section C: Practices of children regarding screen-time

11. Does your child prefer screen-time during lunch and dinner?
12. If you are going to a restaurant does, he/she demands for his/her device?
13. During online class how many hours he/she spent in front of the screen?
14. In the evening what kinds of activity he/she likes to do?
15. Has he/she done screen time before sleeping?
16. If friends/ cousins are visiting what kinds of activity they mostly do?

Section D: Parents practices to manage screen time

17. Do you play with your child? If yes, how long do you play with him/her?
18. Are you playing more with your child during this COVID-19 situation as children are now mostly spending time at home? If yes, then what are the activities you are currently doing and how?
19. Do you create any scope for your child to get along with other children of his age e.g. friends, relatives, cousins?
20. Do you offer children to use phones/tab to play or watch things they like?
21. When you try to interact with your child while they are busy with phone/tab/TV, what are the reactions you see? What are the reasons of their reactions according to you?
22. Do you watch anything with your child? If yes, what do you watch with your child?
23. What are the things your child watch on screen?
24. How are you maintaining a balance between family time & screen time?
25. Does your family have rules or guidelines for screen use? If yes, please explain.
26. What your child does when you spend time on screen?
27. Do you think the practices you are doing are influencing your child's screen time? If yes, then how?
28. Do you take any initiative that reduces his/her screen time? Please mention.
29. Do you think there is any solution of this problem? If yes, then what & why do you think so?

Annex II: IDI questionnaire for parents (Translated in Bangla)

সাক্ষাৎকারদাতার নাম _____

সাক্ষাৎকারের তারিখ _____

অনুচ্ছেদ ক: অংশগ্রহণকারীর তথ্য

বয়স _____	শিক্ষাগত যোগ্যতা _____	পেশা _____
পরিবারের আয় _____	সন্তানের সংখ্যা: _____	শিশু/শিশুদের বয়স: _____
ঠিকানা: _____		
সেশনের সময়কাল: ৪৫ থেকে ৬০ মিনিট		

অনুচ্ছেদ খ: শিশুদের স্ক্রিন-টাইম সম্পর্কে অভিভাবকদের ধারণা:

১. স্ক্রিন টাইম বলতে আপনি কি বুঝেন?
২. আপনার সন্তান বিনোদনের জন্য কোনটি ব্যবহার করতে বেশি পছন্দ করে, টিভি, ট্যাবলেট, কম্পিউটার, স্মার্টফোন?
৩. আপনি কি মনে করেন স্ক্রিনিং টাইম আপনার সন্তানের বিকাশের জন্য গুরুত্বপূর্ণ? যদি হ্যাঁ, কেন এবং কিভাবে?
৪. আপনার মতে, আপনার সন্তানের টিভি/মোবাইল/ট্যাব দেখার সময় কত হওয়া উচিত?
৫. আপনি কি স্ক্রিন-টাইমের নেতিবাচক প্রভাব সম্পর্কে জানেন? যদি উত্তর হ্যাঁ হয়, তাহলে ব্যাখ্যা করুন।
৬. আপনি কি মনে করেন দীর্ঘক্ষন স্ক্রিন দেখা নেতিবাচকভাবে আপনার সন্তানের উপর প্রভাব ফেলে? যদি হ্যাঁ, কিভাবে?
৭. আপনার মতে, কোন বিষয়গুলো আপনার সন্তানকে বেশি স্ক্রিন টাইমে ব্যস্ত থাকতে প্রভাবিত করে?
৮. এই কোভিড সময়ে শিশুরা কি স্বাভাবিকের চেয়ে অনেক বেশি সময় পর্দার সামনে কাটায়? যদি হ্যাঁ, তাহলে কেন এবং কিভাবে? (অনলাইন স্কুলিং ছাড়া)

খ. স্ক্রিন টাইমিং নিয়ে শিশুদের অভ্যাস:

- ৯। সে প্রতিদিন কত ঘন্টা স্ক্রিনে কাটায়?
- ১০। সে কি দুপুর এবং রাতে খাবার সময় স্ক্রিন টাইম পছন্দ করেন?

১১। আপনি যদি কোন রেস্টুরেন্টে যাচ্ছেন, সে তার যন্ত্রের জন্য দাবি করে?

১২। অনলাইন ক্লাস চলাকালীন সে পর্দার সামনে কত ঘন্টা কাটায়?

১৩। সন্ধ্যায় সে কোন ধরনের কাজ করতে পছন্দ করে?

১৪। ঘুমানোর আগে সে কি স্ক্রিনে সময় পার করেছে?

১৫। সেখানে কি কোন টিভি আছে যেখানে সে ঘুমায়?

১৬। যদি বন্ধুবান্ধব/কাজিনরা বেড়াতে আসে তাহলে তারা কোন ধরনের কাজকর্ম করে?

অনুচ্ছেদ গ: স্ক্রিন টাইম ম্যানেজ করার জন্য অভিভাবকদের চর্চা

১৭। আপনি কি আপনার সন্তানের সাথে খেলেন? যদি হ্যাঁ হয় তাহলে কতক্ষণ খেলেন?

১৮। আপনি কি করোনা সময়কালীন আপনার সন্তানের সাথে বেশি খেলছেন, যেহেতু ওরা বেশি সময় বাসায় থাকছে? যদি হ্যাঁ হয় তাহলে কি ধরনের কার্যকলাপ করছেন এবং কিভাবে?

১৯। আপনিকি সন্তানকে তার বয়সী অন্য বাচ্চাদের সাথে খেলার সুযোগ করে দেন যেমন, বন্ধু, আত্মীয়, কাজিন?

২০। আপনি কি ফোন/ট্যাবে আপনার সন্তানকে তাদের পছন্দের জিনিস খেলতে বা দেখার জন্য উৎসাহিত করেন?

২১। আপনার সন্তান যখন ফোন/ট্যাব/টিভি নিয়ে ব্যস্ত থাকে, তখন তার সাথে কথা বলতে গেলে সে কী প্রতিক্রিয়া দেখায়? আপনার মতে তাদের এ ধরনের প্রতিক্রিয়ার কারণ কি?

২২। আপনি কি আপনার সন্তানের সাথে কিছু দেখেন? যদি হ্যাঁ হয় কি দেখেন?

২৩। আপনার সন্তান স্ক্রীন কি দেখে?

২৪। আপনি কিভাবে পারিবারিক সময় এবং স্ক্রিন টাইমের মধ্যে ভারসাম্য বজায় রাখছেন?

২৫। আপনার পরিবারে কি স্ক্রিন ব্যবহারের নিয়ম বা নীতি আছে? যদি হ্যাঁ, ব্যাখ্যা করুন।

২৬। আপনি যখন স্ক্রিনে সময় কাটান তখন আপনার সন্তান কি করে?

২৭। আপনি কি এমন কোনো উদ্যোগ নিয়েছেন যা আপনার সন্তানের স্ক্রিন টাইম কমিয়ে দেয়? দয়া করে উল্লেখ করুন।

২৮। আপনি যে চেষ্টাগুলো করছেন তা আপনার সন্তানের স্ক্রিন টাইমকে কীভাবে প্রভাবিত করছে বলে আপনি মনে করেন?

২৯। আপনি কি মনে করেন বাচ্চাদের এই দীর্ঘ স্ক্রিন টাইম সমস্যার কোন সমাধান আছে? যদি হ্যাঁ, তাহলে তা কি এবং কেন আপনি তা মনে করছেন?