Teachers' Perception of Children's (6 to 8 years) Mental Well-Being during COVID- 19

By

Nusrat Jahan Mumu
Student ID: 20355012

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

Brac Institute of Educational Development
Brac University
December 2021

Declaration

It is hereby declared that

1. The thesis submitted is my/our 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.

Student's Full Name & Signature:

_____

Nusrat Jahan Mumu
Student ID: 20355012

Approval

The thesis/project titled "Teachers' Perception of Children's (6 to 8 years) Mental Well-Being during COVID- 19" submitted by

1. Nusrat Jahan Mumu (20355012)

of Fall, 2021 has been accepted as satisfactory in partial fulfillment of the requirement for the degree of Master of Science in Early Childhood Development on 13.12.2021.

Examining Committee:

Supervisor:
(Member)

_____
Mostak Ahamed Imran
Faculty Member, ECD Academic Program
Brac Institute of Educational Development
Brac University

Program Coordinator:
(Member)

_____
Ferdousi Khanom
Senior Lecturer, ECD Academic Program
Brac Institute of Educational Development
Brac University

External Expert Examiner:
(Member)

_____
Dr. MD Tariqul Islam
Assistant Professor, M.Ed Academic Program
BRAC Institute of Educational Development
Brac University

Departmental Head:
(Chair)

_____
Dr. Erum Mariam
Executive Director
Brac Institute of Educational Development
Brac University

Ethics Statement

Title of Thesis Topic: <u>Teachers' Perception of Children's (6 to 8 years) Mental Well-Being during COVID- 19</u>

Student name: <u>Nusrat Jahan Mumu</u>

1. Source of population

<u>Teachers of Primary Schools from Urban areas of Dhaka city</u>

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 (n/ a)
    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)

Ethical Review Committee:

Authorized by:
(chair/co-chair/other)

                              _____

                                 Dr. Erum Mariam
                                 Executive Director
                 Brac Institute of Educational Development
                              Brac University

Executive Summary

COVID-19 pandemic has significant mental well-being threat among children in Bangladesh. The study explores the teachers' perception and understanding of COVID-19 on mental well-being and their practices during online classes of young children aged 6 to 8 years. Two methods have been used for the Qualitative study data collection; semi-formal questionnaires for group discussion and unstructured for in-depth interviews. Ten participants were selected purposively for this research. The research findings showed that the teachers are aware of the significant issue of mental well-being, but they do not have enough knowledge about it. Therefore, there is a vast gap in understanding this issue. However, few of the participants were trained but most of them hardly received any training or attend workshop on mental well-being. Hence, this essential issue should be highlighted among all the teachers in Bangladesh. Government should take some major steps towards teachers' training or workshop on children's mental well-being. Further work is needed to understand the issue of children's mental well-being and teachers' training should be included in teacher curriculum for better outcome.

Keywords: COVID-19, Pandemic, Lockdown, Teachers' perception, Children, Mental Well-being, Bangladesh.

Acknowledgement

Table of Contents

List of Tables

List of Acronyms

COVID-19	Coronavirus Disease 2019
SARS-CoV-2	Severe Acute Respiratory Syndrome Coronavirus 2
IDI	In-depth Interview
ICT	Information Communications Technology
WHO	World Health Organization
UNICEF	the United Nations International Children's Emergency Fund
ECEC	Early Childhood Education and Care
SANEM	South Asian Network on Economic Modeling

Chapter I

Introduction & Background

Introduction

In March 11, 2020, WHO declared COVID-19 outbreak a global pandemic, which first identified on December 2019 in Wuhan City, China. Immediately it spreads rapidly across China (Byron & Habib, 2021). Worldwide billions of people have been staying at home to reduce the transmission of the virus (Anwar, Nasrullah & Hosen, 2020); as because of human-to-human transmission, the virus accounts the most infections worldwide (Dong, Du & Gardner, 2020).

In December 2019, approximately 2 million of people in 185 countries around the world have been identified as confined cases of coronavirus diseases (COVID-19). Around 20% of cases lead to clinically serious and complex conditions (Anwar et al., 2020). Another significant report added that within February 2020, coronavirus has been reported in 26 countries globally (Dong et al., 2020). Therefore, countries adopted proper health precaution actions to minimize the virus, for instance, social distancing, quarantine, remote office activities and classes, international travel bans and mandatory maintain lockdowns, etc (Anwar et al., 2020).

According to UNICEF (2021), globally 139 million are living under required nationwide stay-at-home orders. This epidemic is not only affecting the physical health of human but also affecting the psychological health and well-being of both young children and adults. Therefore, studies regarding coronavirus show that the prevalence of COVID-19 can increase anxiety, depression and upsurge stress level among worldwide population (Xiao, Zhang, Kong, Li & Yang, 2020). There is some

evidence that these emotions (depression, anxiety and higher stress level) affect sleep quality and duration (Shen, Schie, Ditchburn, Brook & Bei, 2018). Another research more specifically identifies that increase of these emotions are affecting people's mental health universally (Shafiq, Nipa, Sultana, Rahman & Rahman, 2021); especially young children are affected the most due to the pandemic.

The pandemic is a huge challenge to education system (Daniel, 2020). In Bangladesh, as the crisis prolongs, SANEM finds that 43.90% of students' families were below the poverty line; for primary: 51.70% (Uddin, 2020). On the top of loss in learning, school closure affects both social and economic issues, such as, school drops, malnutrition etc. Thus, such result in poverty from economic crisis has long-term impacts on students' life. Overnight everything shifted online and started remote learning worldwide (Kulal & Nayak, 2020). Remote learning has started to minimize the academic loss and reduce mental stress of primary children during this unavoidable circumstance (Besser, Lotem & Zeigler, 2020) but at least one third of school primary children has no access to remote learning during school closures because of the lack of support (UNICEF, 2021).

Furthermore, teachers' perception regarding online class is mixed; few thinks through online classes they cannot coordinate properly with young children and few thinks considering the situation, online classes are the best way for now (Kulal & Nayak, 2020). Hence, compared to others, in Bangladesh, students have higher anxiety, depression and lower mental well-being (Elahi, 2021). Teaching online is totally new for Bangladeshi people, therefore, shifting from traditional to online class led to reduce physical activities for young children than expected. Teachers are under required to thoroughly look after children's mental condition and provide support accordingly. Nevertheless, COVID-19 has many impacts on human's daily life but the

impacts on education is tremendously difficult to measure; and mostly primary students are the one who are facing huge challenges due to this pandemic. However, increase of COVID-19 pandemic has given a massive challenge worldwide. Both parents and teachers are trying to mitigate the challenges that pandemic has created. Thus, the aim of the study is to identify teachers' perception of children's mental well-being during COVID-19 and their supports towards young children who are 6 to 8 years old.

Statement of the Problem

The global COVID-19 epidemic has an unprecedented consequence on human behavior and mental well-being (Volk, Brazil, Franklin-Luther, Dane & Vaillancourt, 2021). Pandemic has challenged people worldwide including caregivers and teachers with hard choices to deal with young children.

People who are living in Dhaka area are facing severe mental and physical discomfort, especially children, because they have lack of play facilities during lockdown (Yeasmin, Banik, Hossain, Hossain, Mahmud, Salma & Hossain, 2020). Brain development occurs mainly at the initial age of the life. School is considered the main developmental environment for the children, which is known to have an impact on children's psychosocial development and psychological well-being (Somersalo, 2002). According to Ministry of Education (2020), around 38.6 million students' educational progress has been stopped due to Covid-19. This also led to the suspension of the first term examination of all primary schools in the country, while HSC examinations have been postponed for the academic year. The continuation of school closure and disruption of learning is expected to have short-term, medium and long-term impact on learning and human capital development in the country (Ministry

of Education, 2020). Because of school closure and social disruption directly effecting child's mental well-being that includes, increase of stress level, less concentration on study, lack of self-esteem (Idoiaga, Berasategi, Eiguren & Picaza, 2020).

Additionally, reported that classroom environment is more crucial for academic achievement (Somersalo, 2002). Interaction between teacher-students and students-students are the essential elements because through face-to-face interaction learners can experience a 'sense of community', experience mutual interdependence and most significantly build 'sense of trust' with the surrounding (Rubaii, Knott, Berry, McFarland, 2013). However, primary schools are re-opening; hence, teachers plan to priorities the mental well-being of the children in a safe environment (Moss, Allen, Bradbury, Duncan, Harmey, & Levy, 2020). Rahat (2020) stated that, lack of teachers' training is the core challenge in Bangladesh (Mahmud, Dasgupta, Gupta, Hasan & Kabir, 2021). According to Bronfenbrenner Ecological theory, schools and peers are the microsystem that indicates child's immediate environment after family where teachers enhance child's social behavior and a teacher plays the central role of child's life, as they are the one who organize initial knowledge of a child (Makovec, 2018). More engagement between teachers and students are needed to make the learning more effective and playful; either in person or in virtual (Byron & Habib, 2021). After reopening the schools, they have to take initial steps to mitigate the gap of primary children have been faced. However, the status of children's mental well-being may highly affected because of uncertain changes to their physical and social isolation. Therefore, this study sets to explore the practices done by teachers that promote child's mental well-being and their academic gap during pandemic. Additionally, teachers' understanding of children's mental well-being aged 6 to 8 years.

Purpose of the study

The main purpose is to explore the consequences of teachers' perception on young children during pandemic.

The objectives are:

(1) To explore teacher's attitude and knowledge of children's mental well-being,

(2) To understand how the teachers are supporting the children to deal with their mental health issues.

Significance of the study

As above discussion regarding Bangladesh reveals that the pandemic has caused a massive loss of social interaction with peers, neighbors and play outside, which is disrupting their motivation towards learning at high level. Nearly 77 million children are out of the classroom due to closure of schools for the past 18 months (UNICEF, 2021). Government was planning for re-opening the schools to provide children academic atmosphere and to mitigate losses (UNICEF, 2021). As a result, children with limited resources and had no access to remote learning during pandemic are mentally disturbed and tensed to attending schools due to the lacking (Elahi, 2021). Despite this, students agreed to the fact that during lockdown, they became reluctant towards their academic studies and unable to remember most of the topics they have learned in the classes (Dutta & Smita, 2020). In that case, primary school teachers feel the necessity of mental health facilities in schools to identify students' emotional distress (Reinke, Stormont, Herman, Rohini and Goel, 2011) but there is no government level of access. As indicated previously teacher's approaches have a huge impact on how the children will learn in the classroom (Malak, Sharma & Deppeler,

2014). Thus, teachers' perception regarding young children's mental health is the bridge to understand the importance of mental well-being.

Considering the acts, Sustainable Development Goals 4.2, National Child Policy 2011 and National Education Policy 2010 have talked about several policy regarding children's right, early childhood education and their well development, yet they are not alleviating the problem regarding early mental well-being. Nevertheless, in Bangladesh, these struggles may not make the news headlines the way other topics do but this is also an essential issue for long-term sustainability and condition of our society. In addition, enough materials are not available on internet regarding teachers' perception on young children mental well-being, therefore, the significant of the study is to understand the gap in the area of mental well-being to understand the perceptions of primary school teachers of children mental health during covid-19. This study is designed to gain an in-depth understanding on how teachers are supporting the students by providing positive support during pandemic. Additionally, this study may arise more concerns among teachers regarding young children's mental well-being and encourage further researches on teachers' understanding and attitude towards mental well-being of young children in Bangladesh perspective.

Research Topic & Research Questions

Research Topic: Teachers' perception of Children's (6 to 8 years) Mental Well-being during COVID- 19.

Research Questions: The aim of the study is to obtain these questions,

- What are the teachers' attitude and knowledge on the mental well-being of children during the COVID-19 pandemic?

- What are the teachers' practices to support children's mental well-being?

Operational definition

Perception: It refers to the way an individual thought about something and their idea of what it is like, the way an individual notices the thing with their senses of sight, hear and the natural ability to understand or notice something quickly (Qiong, 2017).

Mental well-being: Mental well-being is a state in which an individual realizes his/ her own potential, can cope with the regular stress of life, can work productively and effectively, and is able to contribute to his/ her surroundings (Ozorio, 2011).

Mental well-being refers to a positive state of psychological and emotional health, which specifies that an individual is able to function cognitively and emotionally in a manner that is productive and satisfying. Additionally, mental well-being also involves more than just being feel happy, more specifically, positive emotion and a meaningful life (Bhugra, Till & Sartorius, 2013).

Covid-19: Coronavirus is a disease associated with SARS-CoV-2, has a major effect on lives of large number of people. This virus is a transmitted virus, which attack human body function and often it causes death. Especially people who are aged and young children's life are at risk. Because of COVID-19, pandemic declared all over the world (Sverzellati, Milanese, Milone, Balbi, Ledda and Silva, 2020).

Chapter II

Literature Review

Mental well-being of young children is directly correlated to the functioning of their caregivers and the families in which they grow up. Thus, early childhood mental health refers to the healthy social, emotional and behavioral well-being of young children. Therefore, mental well-being is essential for a young child at their early age of life. Current situation of the world says, millions of children have missed early childhood education and care (ECEC) due to the closure of everything during the COVID-19 pandemic (Egan, Pope, Moloney, Hoyne & beatty, 2021). Save the children (2020) states that 56% children are not in contact with their friends, which are directly effecting their social development and disrupting their mental well-being (Egan et al., 2021).

Global Context: According to WHO (2020) survey, worldwide COVID-19 has disrupted mental health services around in 93% countries, where over 60% reported disruptions to mental health services including children and adolescents (72%). Considering the most developed country like China where the virus first identified, According to NHC of China (National Health commission), Chinese people are suffering from moderate to severe negative psychological impact because of COVID-19 and 17% in depression, 28.8% have anxiety disorder (Fegert, Vitiello, Plener & Clemens, 2020). Also, limited visit, isolation lead to the worsen feelings of loneliness. Additionally, in Italy, Spain and China suggest significant emotional and behavior changes during lockdown where young children may clingier or regress in behaviors (Imran, Aamer, Sharif, Bodla & Naveed, 2020). In Japan, they are conducting aerobic program, and control delivered education to support their mental well-being, as they have faced severe stress during pandemic (Okuyama, Seto, Fukuda, Funakoshi,

Amae, Onobe, Izumi, Ito & Imamura, 2021). Another study in Argentina shows that 93% of participants observed behavioral and emotional changes in their children during Covid-19. Mostly common concerned issue they pointed out is boredom in children younger than 12 years, including angry, irritated and more anxious (Schnaiderman, Bailac, Borak, Comar, Eisner, Ferrari, Giannini, Risso, Vetere & Garibotti, 2021).

Bangladesh Context: Coronavirus first identified in Bangladesh on the beginning of March 2020. Pandemic have been responsible for creating unemployment, deprivation and hunger among people (Shammi, Bodruf-Doza, Islam & Rahman, 2021). To prevent the outbreak of COVID-19, Bangladesh has closed all the academic institutes; therefore, 3.7 million of children and more than a million teachers are staying at home which may lead negative impact on brain and cognitive development of children (Islam, Siddique, Talukder & Islam, 2020). Around 37 million students including 17 million primary education are out of in-person education and discontinuation of academic activities due to pandemic (Sakib, 2021).

However, there is no information available on long-term impact of pandemic on children's psychological health in Bangladesh but lockdown and school closure has negative impact on children's mental health. Numerous studies have been conducted on Bangladesh population during COVID-19, which indicates that population of Bangladesh are suspected to socio-emotional crisis during lockdown (Shammi et al., 2021). Around 60% of university students in Bangladesh are suffering from mental stress according to a research (Shafiq, Nipa, Sultana, Rahman & Rahman, 2021). Therefore, screen-time has been increased undoubtedly, issues like depression, anxiety have been increased and these issues are linked with the use of smart phone, which has increased during isolation period (Islam, 2021). Similar to previous study,

Sakib (2021) stated that excessive use of electronic gadgets may lead to behavioral changes, such as; sleep deprived, and wakes up with anxiety intermittently during night. However, article also indicated that Bangladesh does not have a government level study to identify the number of young students' mental stress but the Education Ministry has started providing training on mental health around 100,000 teachers across the country so that teachers can identify the problem and provide primary treatment (Sakib, 2021).

Impact of COVID-19 on children's mental well-being: Globally around 190 countries have shut schools and approximately 1.6 million children face disruption in schooling (Egan et al., 2021). Worldwide 95% students have an immense loss of learning due to school closer in lockdown (Engzell, Frey & Verhagen, 2021). According to a survey report, 1.4 million children may never restart their learning (Roberton, 2020). However, pandemic not only effecting children's educational development, equally, children are socially and emotionally distressed because of distancing with their peers and school atmosphere.

Emotional development includes children's experiences, recognition of meaning and regulates their own emotions (Stoica & Roco, 2013). According to a study conducted by Urbina-Garcia (2020), "Socioemotional skills are necessary for the development of children's relationships" (p.2). Study also added, children need a positive social interaction to support their healthy socio-emotional well-being (Urbani-Gracia, 2020), which is threaten due to the pandemic, since they are unable to meet with their peers and attend the schools. Researcher pointed out that if children continue to develop social and emotional skills, they advance the confidence and competence, which needed to build relationships across settings, problem solving and deal with the academic achievement (Halle & Darling-Churchill, 2020).

Since, COVID-19 declared a pandemic disruption of children's mental condition becomes even more profound (Vaillancourt, Szatmari, Georgiades & Krygsman, 2021). However, since they are unable to play outdoor with friends and not engaging in-person in school activities, they are became clingier at home and expressed their anxiety because lack of social interaction (Lee, 2020). A study revealed that through play children learn to forge connections with their peers, learn sharing, resolves conflicts and learn self-advocacy skills, including, play teaches leaderships skills as well, but because of the pandemic crisis, children's socio-emotional development and playing outdoor with peers are highly effected. Study also added, parents pointed out their children's lack of socio-emotional development during lockdown (Egan et al., 2021). Parents also agreed on the fact that children are less happy and more worried than before, according to a survey report (Save the children, 2020), which may lead them into stress, sleep disorder and mental distress.

Another study added that less physical activities and more screen time are the two main key factors for children's changes of behavior (anxiety, depression aggressiveness & impulse control), which is affecting children's mental well-being and may affect difference mental health outcomes (Tandon, Zhou, Johnson, Gonzalez & Kroshus, 2021). Moreover, several studies indicated that since children are unable to play outdoor, there excessive use of screen-time has been increased; therefore, children's physical health is also disrupted, such as, vision, sleep disturbance, and hearing problem etc (Pandya & Lodha, 2021). Nevertheless, schools are the main source for better health and psychological comfort, which are the main aspects for children's social, emotional and physical well-being (Hoffman & Miller, 2020). Singh et al. (2020) suggested in the study, teachers have to play a major role to promote mental well-being among students and discuss with the students to support their

mental well-being. In a recent review of the psychological impact of quarantine published in The Lancet where the authors specified parental pandemic stressors, for instance, increased anger, frustration, boredom, post-traumatic stress symptoms, financial loss and the fear of get infected of family members may effect on child's mental well-being (Kathryn, Myint & Charles, 2020).

Perception of teachers regarding children's mental well-being: Teachers are the one who understand students' mental well-being and behavioral changes, as students spend their most time at school. A study revealed that teachers are able to distinguish the changes among children and recognize their emotional behavioral differences (Mastroyannopoulou & Loades, 2010). Hence, another study mentioned, children who are more than 6 years old have fear and are afraid because of the pandemic, which also can be a reason of their mental interruption during the pandemic situation (Singh, Roy, Sinha, Parveen, Sharma & Joshi, 2020).

However, teachers consider remote learning or online classes as an advantage where children can distract from the pandemic situation (Duraku & Hoxha, 2020). Since, a study indicated that approximately one out of every four students suffer from anxiety because of home quarantine during this outbreak (Khan, Sultana, Hossain, Hasan, Ahmed & Sikder, 2020). Though Bangladesh has faced several mental discomfort, there are less training or strategies followed by the teachers, whereas, a study in Kenya shows the importance of teachers' (72%) training regarding mental well-being so that the teachers can understand children's internalizing behavior of primary students, such as, depression, anxiety and social withdrawal (Mbwayo, Mathai, khasakhala, Kurai & Stoep, 2019). Later on, training on mental health among primary school teachers included on their regular curriculum (Nyavanga & Barasa, 2016).

However, regarding online classes, teachers feel that they do not have a sufficient atmosphere for online teaching and they strongly believe that through online classes it is difficult to build a positive or emotional teacher- student relationship. Study also mentioned that there are certain topics, which are difficult to conduct through online; therefore, few teachers do not support online classes during COVID-19 (Priyadarshani & Jesuiya, 2021). In addition, in online classes they feel the communication gap between teacher-students (Mahmud, Dasgupta, Gupta, Hasan & Kabir, 2021). Nevertheless, according teachers' perception, regarding advanced technology (Online classes) is to help adopting the changes towards distance learning and ICT based education (Ali, 2020). Moreover, in Bangladesh, teachers are conducting classes via TV, radio and online platforms as well. UNICEF is working with the Government of Bangladesh to ensure that all students can get access of remote learning via multimedia (Mahmud et al., 2021).

Lastly, to support young children, teachers also need to take care of their own mental well-being. Study also revealed regarding teachers' mental well-being that during pandemic teachers' stress or anxiety level was higher than before they expected (Navarro-Espinosa, Vaquero-Abellan, Perea-Moreno, Pedros-Perez, Aparicio-Martinez & Martinez-jimenez, 2021). Thus, several factors influence to increase stress level during pandemic. Teachers' stress level got higher because not only to provide learning resources, but also, to supervise their student's learning and to conduct classes via online (Sherstha, Dawadi & Giri, 2021).

Chapter III

Methodology

In this chapter, research methodology has been conducted to collect the data for this study. Research methodology showed that the research outcome and discusses the method that used during the research process (Sileyew, 2019). The research methodology part consists of the following aspects.

Research Approach

The design of this study has used Qualitative approach, which seemed to be appropriate to answer the researcher's questions. The qualitative approach provides more in-depth understanding, more insightful meaning, and holistic understanding about the particular phenomenon, which is the teachers' perception of mental well-being and practice to support children's mental well-being during COVID-19. Moreover, Qualitative approach helps up to comprehend the meaningful and logical explanation of an individual's behavior, thinking and actions based on the subjective way of different experiences and judgment (Lowhorn, 2007).

Research Participants

For the study, this research was conducted with ten primary school teachers of Dhaka city. Three teachers were selected from Government primary schools and seven teachers selected from renowned English medium schools from Dhaka city.

Research Site

The study was conducted in Dhaka city areas. Total seven schools were selected for the research, which are located in Uttara, Gulshan, Dhanmondi and Baily road, in urban Dhaka city.

Sampling Procedure

Ten primary school teachers were selected using the purposive sampling technique for this study who teaches any respected school from Dhaka city. The sample was chosen according to the convenience of the researcher. Purposive sampling technique was used for the identification and selection of information-rich cases related to the phenomenon of interest (Palinkas, Horwitz, Green, Wisdom, Duan & Hoagwood, 2016).

Data Collection Methods

This study was conducted two Group Discussion with six teachers and four IDIs to collect the data procedure. Each of the group with three teachers was the part of the group discussion with the use of semi-formal group discussion. Group discussion method was selected because through group discussion data can be collected from several people who usually share common experiences and which concentrate on their shared meanings (Payne & Payne, 2004).

Four teachers in total were the part of an in-depth interview (IDI) session with unstructured questionnaires. Teachers answered questions about their knowledge regarding young children's mental well-being during pandemic, and shared how they are supporting the child now during face-to-face classes as the pandemic is over. Data collection process started, after the approval from ECD expert of BRAC University. The duration of the each interview was approximately 40 minutes to 1 hour. With the permission of the participants, the Group Discussions and IDIs were recorded by the audio recorder. Before collecting data, pilot testing was conducted with two primary school teachers. Pilot testing refers to 'feasibility' studies, more specifically pre-testing of a particular research instruments, such as, questionnaire (Van & Hundley,

2002). Researcher corrected the questionnaire after piloting with the help of the supervisor and then main data collection was started.

Data Analysis

In qualitative study, data analysis started from assembles all the data. The data collection has been analyzed by the content analysis technique.

(a) *Organization of data:* After collecting the data, it was organized. All the data was sorted out by using the recordings. Data was checked several times to uphold the inclusiveness of the information and to understand whether all the required data has been collected or not.

(b) *Transcribing the data:* Data was transcribed based on the language spoken by the participants.

(c) *Review of the data:* Data was revised several times through thorough study and understand the insights of the data.

(d) *Identify the Themes:* Important information related to the research objectives was highlighted and different themes and sub-themes were found out, which was described the finding section.

(e) *Findings and Discussion:* Lastly, the findings of the data was shared and categorized.

Ethical Issues

Ethical principles were strictly followed and necessary clarification was taken under what conditions the research was carried out. Before carrying out the study teachers were notified to take their permission for the study. They were given their consent

freely and were not compelled. Detailed explanations were given to the teachers before taking their consent.

Validity & Reliability

In qualitative study validity is an important subject to defend the accuracy and credibility of the study, therefore, several studies were maintained to ensure the validity of this study. The multiplicity of the narrative data from various sources and using different methods showed multiple perspective of the certain significant of the data. The ECD expert from BRAC University verified all the tools. Reliability of the study was maintained through clear articulating of the questionnaires. Easy and understandable language was used, checked and reviewed by the experts, thus, based on the feedback, questionnaires were edited several times.

Limitations of the Study

Due to the uncertain situation, participants did not agree for face-to-face interview, therefore, all the data was collected via zoom meeting. Thus, researcher could not observe the classes and teachers' gestures that might give the better understanding while writing the findings.

Chapter IV

Results & Discussion

This chapter reflects the findings of qualitative data analysis, where two instruments, for instance, In-depth interviews and Group discussion were used to collect the data, through which all the depth information has been generated of primary school teachers' perception of urban city regarding child's mental well-being during COVID-19. Following by content analysis, themes and sub-themes were first identified and analyzed by the researcher. All the themes have been accumulated by shared and categorized following the research questions. Findings have been organized based on the information, which was collected by the researcher through interviews. Therefore, this chapter comprises of two sections; first section contains the demographic details of the participants and the second section holds all the results of the research based on the knowledge, perception, practices, challenges and support of the teachers.

Demographic Information

Total 10 teachers were interviewed where 3 participants were from government primary schools and 7 teachers were from renowned English medium schools of Dhaka city. Among the participants, two were male teachers and eight were female. The age range of all the participants was between 25 to 31 years. Four participants completed bachelor degree in different disciplines; three participants are currently doing their master's thesis, two participants had Postgraduate background, only one participant had a diploma and had 12 years of teaching experiences. Among 9 teachers, the years of experience levels are varies from 1 to 5 years and only one have 1 year experience. Most of them hardly received any training regarding mental well-being mentioned while the interview. Participant's Demographic chart (Table 1):

Table: 1. Participant's Demographic chart

Demographic		Number
Gender	Male	2
	Female	8
Age	25 -30	8
	31- 40	2
Level of Education	Bachelor Degree	4
	Masters (On going)	3
	Masters (Completed)	2
	Diploma	1
Teaching Experiences	1 – 6 years	9
	7- 12 years	1

Results

This section contains all the themes of the results of the research. After categorizing

and analyzing the data, five themes were developed based on the interview responses.

The themes include; **1.** Knowledge of teachers on child's mental well-being during

COVID-19, **2.** Teachers' perception regarding online teaching during COVID-19, **3.**

Challenges faced by teachers in online class, **4.** Practices done by teachers in online

class to ensure child's mental well-being, **5.** Teachers' responses regarding teachers'

training on child's mental well-being; along with the sub-themes are discussed in this

section.

<u>**Theme 1:**</u> **Knowledge of teachers on children's mental well-being during COVID-19**

This theme represents the scenario of the COVID-19 outbreak, which is a growing international concern nowadays. This theme represents the knowledge of teachers about children's mental well-being during COVID-19.

All the participants were well informed regarding the catastrophic impact of the pandemic on human life and their livelihood across the globe. In the response of this question, they have shared their different views regarding children's mental well-being during the pandemic and their concern about mental well-being. However, importance of mental well-being of children, social distraction, changes of behavior and mentally disturbed; these concepts of changes effect of children's mental well-being during pandemic.

Understanding of mental health

All the participants understood the concept of mental health to an extent. They think that it is an essential issue in Bangladesh perspective but it is not emphasized the way it should be. One of the participants mentioned, *"We need to take care of it. In Bangladesh, we don't address it much"* (Personal interview# 4, 07. 11. 2021).

Majority of the participants think that mental health is a physiological aspect to human life, which depends on individual's surroundings that how a person feels, his/her emotion and shared emotion with others. One participant mentioned, *"For me mental health is directly related to the psychological aspect that how we are feeling, what we are feeling and how we are perceiving…umm….our feelings so this all...you know collaboratly is mental health"* (Personal interview# 1, 20.10.211).

One participant mentioned that, *"Mental health is basically the well-being of our social behavior and our psychological health and I believe that it depends in our environment mostly"* (Personal interview# 2, 22. 10. 2021).

Hence, it can be said from the above findings, all the participants had the almost same idea about mental health. According to the majority of the participants, mental health is a function through which a child can express their emotions, their sad and happy attitude. They added, it is correlated with the environment of the children.

Importance of mental well-being of young children during COVID-19

All the participants in both interviews have pointed out that mental well-being of young children is essential at the early age of life. However, someway, it is disrupted and their mental well-being is vulnerable right now. As during lockdown, children could not go outside, meet with their friends, or go to school.

One of the participants mentioned, *"I would say that during this pandemic...umm...the children, who are really young children they had go through some psychological tramways because our schools were close for a long period of time"* (Personal interview# 1, 20.10.211). Therefore, majority of the participants revealed that because of staying at home for a long period, children are psychologically disturbed.

Thus, majority of the participants shared that through playful learning; they try to provide a lively classroom in online so that children feel less distracted. Thus, through online games, teachers interact and communicate with the children in online classes to provide importance of mental well-being. One of a participant stated, *"To keep their mental health steady during class, I usually do grounded activity, which is a small fun game, Box of emotions where students write about their emotions"* (Group discussion# 2, 04. 11. 2021).

Despite of the fact that according to all the participants, to keep the mental health stable face-to-face interaction is significant for young children to learn and to keep them less stress.

Few participants mentioned that they are conducting both online and offline classes through which they are trying to interact with the students more than before.

Therefore, from the above findings, it can be said that all the teachers strongly agreed on the importance of young children's mental well-being during the pandemic. Nevertheless, two participants said, they also conduct classes via phone calls and few participants mentioned through phone calls they used to consult with students during the pandemic to provide mental support.

Social interaction

Majority of the participants talked about the importance of social interaction. They agreed that at the early age, social interaction is the most significant for the students for their social-emotional development. One of a participant said, *"So due to this pandemic as the children they could not go outside of the house, they could not interact with people, they could not meet with different people so I would say it...it is a kind of...umm…barrier for the development"* (Personal interview# 1, 20.10.211).

One participant indicated, *"Through social interaction children get to know others opinion and perspective so I feel that a child get a lot of different environment that help them to develop overall their language skills"* (Personal interview# 2, 22.10.2021).

The above findings disclosed all of the participants had the same understanding regarding social interaction. All participants consider social interaction as an effective tool for young children's social development that helps the children in many sectors

to build their skills. However, all the participants agreed that due to the pandemic, social interaction is disrupting, which is effecting child' mental well-being.

Behavioral changes of young children in online classes

Most of the participants shared their experiences regarding children's behavioral changes during online classes. They observed during classes that children are interacting less where they were used to talk or interact more during offline class. This is the common responses from all the participants. One of the participants confirmed that, *"During online class, I have seen that students are communicating less. I mean, in regular class, I could not take the class because of their chattering but now in online class, I give them time for talking; 'Talk to your friends, It's your talking time' they communicate like 1/ 2 sentences"* (Group discussion# 2, 04. 11. 2021).

Majority of the participants viewed that at the beginning of the online class, it was difficult for them to conduct online class, as the students were frustrated and cannot concentrate in class. One of the participants mentioned, *"At the beginning of the online class, they were frustrated. During the class, they were so disturbed that, they could not concentrate in the class, they had no attention"* (Group discussion# 2, 04. 11. 2021).

Few participants said, they noticed that during in online class, if they ask any question to the students for interacting with the teachers and peers, often the students tend to leave the class without asking permission. "If I ask any question to the student, he/she leaves the class" (Group discussion# 1, 02.11. 2021), shared by a participant during group discussion.

Few participants said, now it is more than one and half years, still they are attending online classes, hence, students have lost their focus from study. One of a teacher demonstrated while discussing, during her class students continuously ask, *"Miss how many days are left? Why cannot we go to school?"* (Group discussion# 2, 04. 11. 2021).

One of a teacher demonstrated that parents also complain to them about the changes among children that they have not seen before lockdown. *"Most of the complains that I have from the parents like, my child he/she used to be very interactive in the class, he/she used to be very good student, he/she used to memories the book, the page, numbers of the book but he/she is not talking properly, he/she is not interacting with me on a regular basis, he/she is addicted with the mobile phone"* (Personal interview# 1, 20. 10. 2021), mentioned by a teacher who received complain from parents during pandemic. As there is lack of face-to-face communication, children are relying on more online gadgets for children's leisure time, which has increased during lockdown.

Thus, from the findings, it can be said that it is clear to all the participants that children are interacting less during online classes and they did not notice any severe changes among children. In some extend, it is hampering their learning as well. However, a few participants mentioned that they did not notice any changes among the students during online classes and they found it easygoing task while taking the online classes.

Theme 2: **Teachers' perception regarding online teaching during COVID-19**

Teachers' perception regarding online teaching exhibited different opinions during the pandemic situation. The concept of online teaching revealed the different perception of teachers; online teaching-learning system and importance of online learning.

Online Teaching- Learning system

Generally, none of the participants supports online teaching- learning system but they did not totally ignored online teaching, because through online platform children are connected with the study and school. One of a participant said, *"Learning is a good option if you do not have any barrier but seems there are some berries that we both teachers and students are facing these are not so fruitful to learning and teaching system"* (Personal interview# 2, 22. 10. 2021).

Another participant stated, *"In our country online teaching and learning system has been introduced abruptly because there was no prior training for the teachers or for the students so uhhmm….they do not know how to conduct online classes […] There is a gap in the learning system, which has shaken our whole education umm…system of the country"* (Personal interview# 1, 20.10.211).

Nevertheless, few participants mentioned there are both advantages and disadvantages in online teaching- learning system. A statement during discussing from a participant, *"If I want to do work collection then I would say online is better and if I want to take an effective class then I would say offline is best"* (Group discussion# 1, 02.11.2021).

Therefore, teachers accepted this platform due to the uncertain situation but they are not totally satisfied, as this is less effective for young children.

Importance of online learning during pandemic

As mentioned earlier, all the participants stated, as a teacher they do not support online learning but due to this uncertain changes, they think this is the only platform where at least they could connected with the students. One of a participant mentioned, *"As a teacher I'm not satisfied teaching them through online. But however, at least*

from doing nothing, they are doing something better because of they sit at home that would not give them the solution" (Personal interview# 4, 07. 11. 2021).

Another participant shared while discussing, *"When it's about learning online, only those learn properly whose are extroverts, they ask questions if they do not understand the topic but it is difficult for introverts"* (Group discussion# 1, 02.11.2021).

Most of the teachers demonstrated, they could understand children much better in offline class rather than online classes. During online classes, students' interaction became limited and they feel shy, which is hampering their education. *"Those who are regular students they do not have any educational gap in online class"* (Group discussion# 1, 02.11. 2021), shared by a teacher.

Thus, the above findings showed that though online leaning is not much effective but they could learn at least the basic topics. If the situation continues, teachers are confident enough that they can support the students properly in online class and they are planning to improve their lesson plan as well.

Screen time

All the participants are concerned about the screen time of these young children if this situation continues. One of the participants said, *"Where we keep saying that we should keep our children away from the mobile phone, TV but half of the day they are using laptop, they have to use it, no other way; those who have no laptop they use phone for attending the class, which is effecting their mental health or physical health"* (Group discussion# 1, 02.11.2021).

On the other hand, one participant mentioned their philosophy is to maintain less screen time. The participant shared the experience by saying, *"We try to use screen*

time as low as possible. That's what you ask, we try to provide the basic education and leave the screen" (Personal interview# 4, 07. 11. 2021).

Theme 3: **Challenges faced by teachers in online class**

All the participants responded that they faced great challenges while conducting online classes during pandemic as this is the new platform for both teachers and students. Therefore, the common challenge faced by teachers is grab students' attention during online class, following technical challenges, time management and limited activities listed by school authority.

Technical challenges

All the participants mentioned, at the beginning of the online classes, all the teachers were trained how to use Google meet/ zoom, present slideshow etc. Majority of the participants viewed they faced difficulty at the beginning of technology but few were already knew how to use online platform. One participant mentioned, *"We have been trained how to use Google meet/ zoom, I don't need that, I'm pro in this sector, mostly of the time I did not listen the meeting"* (Group discussion# 2, 04.11.2021).

On the other hand, few participants who teach government primary school face huge difficulties as the students belong to the underprivileged community. They invested huge time and energy while conducting the classes. They had to teach the parents to use the online platform. A participant said, *"I have to show them how we can use Google meet, how we can use zoom, how we can use different other applications in our mobile umm…mobile assisted classes because the students, they do not have the laptop or desktop"* (Personal interview# 1, 20.10.211).

Nevertheless, by seeing the above findings, most teachers did not face severe technological issue for themselves, as they are familiar with all kinds of technology.

Most of them have been faced difficulties while handling parents and gadget issues. Few participants mentioned they faced challenges while using technology but soon they handled it properly.

Apprehending children's attention

All the participants demonstrated, they had difficulty to grab the children's attention during the online classes. One of a participant mentioned, *"So during online class they used to lay down or the get easily distracted if someone comes, so, I ask the student that not to do this or look at me, or I use few classroom technique, such as, One two, eyes on you, like this"* (Group discussion# 2, 04.11.2021).

Most of the participants mentioned about that to grab their attention, they have to apply new activity sometimes, which is difficult for the teachers. One of a participant said, *"Often they got frustrated if I show them same video twice. They say, 'Miss we have watched it before' so I had to select different videos for each time"* (Group discussion# 1, 02.11. 2021).

Hence, above the findings showed that most of the participants faced difficulties to grab children's attention while conducting online classes but somehow they are improvising their lesson plan to grab each children's attention in online classes. They also mentioned to apprehending children's attention they communicate in class.

Limited activity from school authority

Few participants mentioned that the topic they teach in the class, the activity they conduct, or the videos they show during the class everything was pre-decided by the school authority. One of the participants' comment captured while discussion, *"Everything we do is fixed beforehand by the school authority that which topic I*

should teach in the class, so I cannot use my technique or cannot go in-depth of the lesson according to my choice" (Group discussion# 2, 04.11.2021).

<u>Theme 4:</u> Practices provided by teachers in online class to ensure children's mental well-being

Almost all the participants mentioned two sides of interaction, teacher-student interaction and students-students interaction during online class. Additionally, teachers followed few strategies to make the children more interactive during class time and solve challenges related to online classes.

The strategies followed by the teachers to ensure children's mental well-being

All the participants responses on this answer were mixed, as all the strategies they use in class were pre-decided.

Most of the participants stated that because of online classes, their teaching technique has been changed. Before in offline class there were several physical activities, field activities, face-to-face greetings among teacher-students and students-students, shared by the participants. Most effective thing was shared emotions or secrets by the student in offline classes, which is missing in online class. Therefore, majority mentioned that they always keep in mind to make the class more playful and interactive manner so that students feel comfortable and feel less pressure towards learning.

One of a participant expressed, *"these games are helpful for their mental well-being because when students are playing the games their cognitive skills develops, their critical thinking ability develops and when they are thinking critically, their thinking umm….you know may be with their background knowledge and all, they feel motivated because they feel that they know something. […] different activity is really helpful for the students' development"* (Personal interview# 1, 20.10.211).

Another participant disclosed *"To make the class entertainment, I select cartoon related topic. I always make sure that they are enjoying it, that's my concern"* (Group discussion# 2, 04.11. 2021).

Most of the participants mentioned about reward system in online class. According to the participants to make the children more active in online class they offer virtual reward system. One of the participants mentioned, *"During online class what I ensure their mental well-being so I try to cheer them up by providing small gifts in regular basis so that they do not feel the burden of the study, don't let them feel that do not know about the topic"* (Group discussion# 2, 04.11. 2021).

On the other hand, only one participant said that they do not use learning through play technique, they apply traditional method so that students can get less screen time and utilize their own space at home by themselves.

Hence, the above findings reflected the efforts are made by the teachers in online class to ensure students' mental well-being, including different strategies they apply and everything they are doing in online classes are in front of the parents, such as, activities, and the way they play with the students, mentioned by the participants.

Teaching material used in online classes

Researcher noticed while interviewing that teaching materials are used by the teachers in online classes are quite similar. As there are no physical activities, you-tube videos; shared PowerPoint slides, online games or worksheets are used in online classes. A participant stated, *"I use quizizz, kahoot and another website to take live worksheet, which helps them to engage into the class"* (Personal interview# 2, 22. 10. 2021).

Another participant said, *"Sometimes I used to show them topic related videos; to make the class more interesting often I give them some gap and show them cartoons,*

anime, education related some 2/ 3 minutes or 5 minutes videos" (Group discussion#
1, 02.11. 2021).

However, though the teachers are using enough materials to engage the students
during online class but still somehow, there is lacking regarding children's
engagement. Most of the participants said that there are few subjects that are taught
less because of online class, such as, rhymes, art and craft etc.

Teacher-Students engagement in class

All the participants mentioned that they preferred two-way interaction; therefore,
before start the class they take 5 minutes and interact with students. Few children
interact with teachers but few do not. Often students turn off their videos and mute
themselves.

One of a participant mentioned, *"I had to umhh…different new activities I had to
plan, also different lesson plan, which will work on online situation, which is actually
different lesson plan from we used to make in face-to-face class. So yeah…that's the
way I used to communicate in online classes"* (Personal interview# 1, 20. 10. 211).

Another participant said, *"It's my task to bring up the answer from them so by this I
try to make them interact with the class. I invite them to find out the answer by which
they can interact with others as well"* (Personal interview# 3, 07. 11. 2021).

Teachers' role

All the participants strongly agreed on the importance of teachers' role in students'
life. Everyone aligned with the fact that, to keep a child stay focused and happy
towards school a teacher plays a major role. One participant revealed, *"Teachers are*

students' best friend after parents or in some sectors children share their thought with teachers" (Group discussion# 2, 04.11. 2021).

Accordingly, in the same group discussion one of the participants was mentioning, *"I don't know about the long-term, but yes a friendly teachers' contribution has a huge impact on children's life"* (Group discussion# 2, 04.11. 2021). Therefore, a friendly teachers' part has a huge impact on a child's life, according to the participants.

Children's participation

Most of the participants mentioned that they are doing playful lessons to engage the children in class. A few participants demonstrated usually they do not let the children talk in the class; otherwise, they make the class chaotic but not every children talk during class time. As mentioned earlier, one of the participants mentioned, only extroverts talk more during class time. On the other hand, another participant mentioned, they ask the questions in such a way that students had to engage in the conversation. They always trigger the students to participate in the class.

Group work

All the participants mentioned group work as a form of activity through which they make the children interact with each other during classes so that they learn in a playful manner. One of a participant said in-group work the teacher created competition among students, through which they found out interesting and easy learning technique.

Another participant thinks that peer activity is the best learning method as children embrace the same balance among themselves. *"I tend to make more group activities and peer activities in my classroom because students are learning from each can be*

32

best provide to the students because here umm…you know when they are learning from the friends, here is a balance" (Personal interview# 1, 20.10.211).

Time management

Most of the participants mentioned during online classes they got less time to teach. Due to pandemic, the school authority has deducted class time limit but because of this time shortage, often teacher cannot teach the entire topic within the time. One of a participant mentioned, *"In online class, we cannot teach the students in details that we used to do in regular class. We have to depend on you tube videos. Otherwise, within 30 min, we cannot cover the entire topic"* (Group discussion# 2, 04.11. 2021).

<u>**Theme 5:**</u> **Teacher's responses regarding teachers' training on child's mental well-being**

Teachers mentioned a number of aspects regarding teachers' training on child's mental well-being during pandemic. From the In-depth interview and Group discussion, captured few recommendation from teachers' perspective; following teachers' awareness, teachers' training on mental well-being and teachers' positive support after pandemic.

Teacher's awareness

All the participants agreed on the fact that teacher's training on mental health is necessary in Bangladesh, since it is almost two years now; therefore, it is high time to trackback. Right now, everyone is aware about the situation, mentioned by the participants. One of a participant confirmed, *"Yes, I think so, because it is 2021! People are more conscious than before so teachers are more conscious about it"* (Personal interview# 3, 07. 11. 2021).

Another participant said, *"Some of the teachers are aware regarding the fact but ahhh….but I would say most of the teachers in our context, they are not aware of this concept"* (Personal interview# 1, 20.10.211).

Thus, above findings can be concluded that the training can help the teachers to understand child's mental well-being in both online and offline classes. Nevertheless, only one participant revealed, not only children, but also teachers were affected during pandemic so they also need positive surroundings to explore themselves.

Teachers' awareness of their own mental well-being

None of the participants mentioned about their own mental well-being, not even their stressed or mental pressure they have faced during lockdown. Only one participant revealed while sharing, *"No, I do not think teachers are aware regarding child's mental well-being during pandemic. Because most of teachers are also affected during this pandemic"* (Personal interview# 2, 22.10.2021).

Hence, it can be said that teachers also need to take care of their own mental well-being, in case of, to understand and support on children's mental well-being but except one participant no one mentioned about their own well-being.

Lack of teachers' training on children's mental well-being

All the participants strongly agreed on the fact that all teachers in our country need training or workshop on children's mental well-being. One of a participant said, *"That is very much needed, because this would actually help teachers to think in different perspective"* (Personal interview# 1, 20.10.211).

Most of the teachers confirmed that they learned throughout the time about children's mental well-being while teaching but if they had a proper training on this, it would

have much easier to understand children's psychology, *"If I had the training, I could have done much better and teach in a very effective way"* (Group discussion# 2, 04.11.2021).

One of a participant revealed during discussion that considering the whole scenario of Bangladesh, in Government primary school's (GPS) teachers attend training before applying teaching profession, which is general training but it could be developed training base on children's psychology.

Nonetheless, a few participants expressed that after joining Teach for Bangladesh as fellow; participants realized there are several things to learn regarding children's mental well-being. shared by one participant, *"After joining Teach for Bangladesh, we have been trained for 6 weeks on child's mental well-being so I got the chance to learn few things there"* (Group discussion# 2, 04.11.2021), mentioned by a participant.

However, all the participants understand the importance of children's mental well-being at their early age of life but there is hardly any training. Only one participant mentioned that they have a professional psychiatrist to deal with the children who seems mentally distressed, therefore, participants said in their schools they do not feel the necessity of training on children's mental well-being.

Support required from teachers after pandemic

All the participants mentioned, they should keep in mind that children are returning to schools after two years. They have to be supportive towards children.

One of a participant mentioned, *"The news I have read so far it talks about the, you know umm…post-traumatic circumstances after the COVID and all, so this is really alarming if we do not do something right now"* (Personal interview# 1, 20.10.211).

Another participant said, *"Parents demand, they did not want any extra stress on their children"* (Personal interview# 4, 07.11.21).

Therefore, the above findings showed that teachers' motto is to support students after pandemic and provide a welcoming atmosphere so that they feel less pressure towards study. In addition, they are concern regarding the gap both for the teachers and students have faced. Furthermore, participants are aware that they need to apply playful pedagogical system in face-to-face classes to mitigate the gap.

Discussion

The last chapter discussed the study's findings and added insightful measurements of teachers' perception of children's mental well-being during the pandemic and their practices and support in online classes. Mental well-being is an essential part of life but not addressed in low and middle-income countries like Bangladesh. Therefore, the researcher tried to explore teachers' responses from different views regarding children's mental well-being, how they support the children during the pandemic and their online practices.

The findings of this study showed that all the participants' perception of children's mental well-being interpret almost the same concept. Majority of the participants think that mental well-being is a psychological aspect, which is disrupted due to COVID-19. In this study, it was also found that all the participants are aware about the unpredictable situation where children's mental well-being is interrupted but they are unable to take any steps regarding children's mental well-being. Few teachers shared that some of the teachers are not aware about young children's mental well-being at all. As a result, there is a vast gap regarding the clear insightful understanding of mental well-being of the teachers in Bangladesh. Whereas, a study

in contrast with this study stated that in Japan they organized some program and provided education to support mental well-being of both children and adult (parents and teachers) (Okuyama et al., 2021). While other countries are taking action regarding mental well-being, teachers are dependent on the authority to take any steps concerning mental well-being in Bangladesh.

From this study found out that majority of the participants mentioned about the effectiveness of social interaction in children's life. Participants' point of view on the matter of social interaction is that at the early age of life social interaction is essential for young children. As it can be said that through interaction, children develop social morals and develop language skills. Similarly, a study conducted by Barber (2020) mentioned that social interaction is the vital aspect of learning experience and major key factor of positive student learning outcome. Nevertheless, another study By Shammi et al. (2021), pointed out during lockdown Bangladeshi people are assumed to suffer socio-emotional crisis, where young children are the main suspected population for being mentally anxious than adults. From the findings, majority of the participants said that children are emotionally bothered because of the isolation for a long period and lack of social interaction.

In this study, participants also mentioned few behavioral changes of children that may affect their future life. Children have less concentration in online classes and they have become unenthusiastic towards their education. Similarly, suggesting with this study, a study conducted by Mastroyannopoulou and Loades, (2010) stated that mental health issues might affect negatively of the quality of children's life and academic achievement for future ahead. In the same way, from this study finding, participants mentioned that they could not interact with the students properly and could not build the relation with them in online class. Supporting this finding, a study

showed that teachers also feel that there is a huge communication gap between teacher-students, which cannot be mitigated via online (Mahmud et al., 2021). On the other hand, another study conducted by Ali (2020) found that according to teachers' perception, distance learning is best for pandemic situation and ICT based education through which children are becoming technologically advanced. The findings from this study, all the participants' reflection were not satisfied enough regarding online classes because there were many drawbacks compared to physical classes but because of online class children not detached from their study yet.

In addition, as previously mentioned in a study, school is a very important developmental environment for young children where educators play a major role in children's life; because children from 3 to 8 years are totally depend on teachers after parents and family (Makovec, 2018). Hence, findings from this study indicated that online classes are not feasible for young children. To make the class more interactive and effective learning atmosphere, teachers prefer physical classes. Likewise, a study stated that schools are the main passerby through which students socially connect with the environment (teachers, friends, classroom atmosphere) that helps a student to develop their positive behavior and develop self-esteem (Somersalo, 2002).

A study reflected, showed by Heerwagen and Orians (2002), "Ecological theory suggests that contact with nature is important for children because it promotes imagination and creativity, cognitive and intellectual development, and enhances social relationships" (as cited in Maller, 2009, p. 523). Data from this finding mentioned that because of less physical activities might lead to the negative impact at their early life. Children's mental well-being may directly affect their ability to learn. Thus, connections with schools benefit the children's mental well-being at their early age of life. According to all the participants, their main concern was to less physical

activities and detached from the schools may lead to the adverse impact due to pandemic. In constant with this study, a survey report by Save the Children (2020) specified that staying at home for a long time might lead the children towards feel low, which may disturb their mental health. However, playing outside with peers is the core challenge for young children due to the pandemic.

Besides, findings from this study, participants' responses regarding increase of screen time, which may affect children's mental well-being. Participants are concern for the excessive uses of screen time might affect their vision and their mental well-being as well. Similarly, to support this finding, a study comparable to that excessive uses of regular screening may directly affect children's mental well-being and their concentration from study (Sakib, 2021). Similarly, another study mentioned that excessive screen time has long-term health effect, such as, eyestrain, sleep disturbance etc. along with social anxiety and technology addiction, such as, gaming disorder (Pandya & Lodha, 2021).

Majority of the participants mentioned that to make the online classes more effective and to keep children's mental well-being balanced, teachers provide online games and topic related cartoon videos. Findings from this study indicated that students feel less interested towards learning and the strategies are following by the teachers to conduct the classes can be less effective for children's mental well-being. Participants also added students easily lose their interest in online classes. A similar study conducted by Kulal and Nayak (2020) mentioned that students could not concentrate in online classes for long period. From this study finding, one of a participant said that when they call children's name to involve with the online activity, students often does not reply or leave the class instead. Similarly, supporting with this study, a study conducted by Rubaii et al., (2013), indicated that students-teachers and students-

students talking time is more effective during class to make the learning lively but online learning require more adjustment for successfully conduct the online classes.

Sequentially, finding from this study where all the participants said children are missing the atmosphere of the actual classrooms and their school environment. Participants also mentioned that before the pandemic, they could apply the teaching technique in class 'learning through play' where they arrange some physical activities and more group work. However, due to the uncertain situation teachers are unable to arrange physical activities for teaching, hence, students are less motivated towards learning. Likewise, a study suggested that through play children develop socio-emotional skills, make connection with surroundings, which is beneficial for their future life and development of their language skills (Egan et al., 2021). Another study signified that during pandemic, children who engaged in more physical activities are reported better behavioral and mental health. Therefore, expertise required for promoting more physical activities to be the key recommendation to support the mental well-being of the population during pandemic and beyond pandemic as well (Tandon, Zhou, Johnson, Gonzalez & Kroshus, 2021).

In alignment with the finding from this study found out that approaches and teachers' awareness regarding children's mental well-being, few teachers received training on children's mental well-being and few did not. Finding from this study, few teachers are aware regarding this issue but those who did not attend any training or workshop has less concept about mental well-being, mentioned by the participants. As a result, there is a gap on the concept of mental well-being of young children; therefore, most of the teachers were unable to identify the behavioral changes of young children during pandemic and unable to support accordingly. Parallel study conducted by Mbwayo et al., (2019), talked about the importance of teachers training on mental

well-being. Study added that in Kenya, they included teachers' training with their regular curriculum so that, teachers can provide the primary service and identify the behavioral changes of young children's mental health. However, most of the responses from this study finding stated that they could have done better if they get the chance to attend any training or any workshop on mental well-being. Consequently, participants added that they could facilitate the children better way if they had proper training. Nevertheless, in Bangladesh there is hardly any training available for teachers regarding children's mental well-being. Moreover, supporting to this study finding, a study by Sakib (2021) revealed that there is no government level of study to identify the number of children who are distress and mentally disturbed because of the pandemic crisis. Henceforth, there should be some government level of study and proper steps to mitigate the adverse impact.

According with this study finding, expressed by the one participant, teachers themselves might not aware about their own mental well-being during pandemic. Also, added by the participant that regarding the awareness of children's mental well-being, teachers even faced severe mental distress during pandemic outbreak. A study showed that during pandemic teachers' mental well-being also disrupted and their stress or anxiety level was higher than before pandemic situation (Navarro-Espinosa et al., 2021). Whereas, in this study finding, all the participants strongly agreed that teachers are the children's primary educators after their family. Suggesting with this study, since young children spend half of the day at school, teachers are able to understand students' mental well-being and behavioral changes (Mastroyannopoulou et al., 2010).

Besides, previously talked about the studies indicated that especially in Bangladesh, people are less concern regarding mental well-being. Though there is less work on

children's mental well-being but currently several NGOs have taken the initiative to work on this issue, for instance, BRAC has started a program through telecommunication. Through this program, they advise parents to follow play based learning with their children at home so that children feel less stress during lockdown and motivate the parents to spend more quality time with their children. The name of the program is "Pashe Achhi", woked by few expertises from BRAC University (Ahmed, Mariam, Sadaf, Sarwar, Siddique & Zaman, 2020).

Moreover, the most common challenge would be to engage the students again into the same track towards study, furthermore, understanding the gap of the concept on mental well-being, which is a great challenge for all the teachers of Bangladesh (Serafini, Parmigiani, Amerio, Aguglia, Sher & Amore, 2020). Additionally, teachers should be more welcoming towards children after reopening the schools because already children are emotionally anxious for the long gap from the school environment. Moreover, the emergence of the mental well-being and socio-emotional crisis need to be identified as soon as possible and there should be some government level service to support the young children's mental well-being.

Conclusion

This aim of the study is to address the gaps of mental well-being that young children are facing because of COVID-19. The previous reviewed studies indicated that because of the pandemic, young children are facing severe developmental issues. The COVID-19 outbreak challenges mental well-being of young children along with social and physical development, which may affect during socialization and their later life as well. To that extend, this study was successfully generated some findings on teachers' perceptions regarding children's mental well-being. Moreover, in our

society, it is essential to know teachers' perception regarding children's mental well-being because teachers are considered the main educators who build children's initial stage and shape their knowledge. From findings, it showed that due to the pandemic children are mentally disturbed, as they are unaware about the unpredictable situation that devastated their daily routine. Hence, the findings indicated that there is lack of knowledge on mental well-being among primary teachers of Bangladesh. Also, the findings of the research gives the glimpse of the necessity of teacher's training on children's mental well-being to increase the better understanding of the concept of well-being and help to mitigate the adverse impact of disruption. However, government has taken several steps to mitigate the learning gap, yet much more things to do to recover the loss, including arranges training and workshop on children's mental well-being.

Recommendations

The research evidence provides recommendations to support teachers regarding children's mental well-being. Recommendations are:

- Awareness campaigns on the importance of children's mental health practices through media (such as TV, radio, mobile phone) need to be telecasted.

- Support and guidelines are needed for parents to use technology for online classes.

- School authorities and government should collaborate with the NGOs working on children's mental well-being. They should also arrange on-campus programs to teach or guide both parents and children on this issue.

- Policy formulation is needed regarding children's mental well-being.

- Workshop or seminar is needed for teachers' to understand their own mental well-being.

- Government should take necessary steps and arrange teachers training on children's mental well-being to make the teachers knowledgeable and skilled.

References

Ali W. (2020). Online and Remote Learning in Higher Education Institutes: A Necessity in light of COVID-19 Pandemic. *Higher Education Studies*; *10*(3). doi:10.5539/hes.v10n3p16

Anwar, S., Nasrullah, M., & Hosen M. J. (2020). COVID-19 and Bangladesh: Challenges and How to Address Them. *Front. Public Health 8*(154). doi: 10.3389/fpubh.2020.00154

Ahmed, J., Mariam, E., Sadaf, B. H., Sarwar, S.S., Siddique, S. N., & Zaman, S. S. (2020). Mental health and learning: BRAC's response in Bangladesh during Covid-19. Early Childhood Matters. Retrieved December 22, 2021 from https://earlychildhoodmatters.online/2020/mental-health-and-learning-bracs-response-in-bangladesh-during-covid-19/

Baber, H. (2020). Social interaction and effectiveness of the online learning- A moderating role of maintaining social distance during the pandemic COVID-19. *Asian Education and Development Studies*. doi 10.1108/AEDS-09-2020-0209

Byron, R. K., & Habib, W. B. (2021, October 14). Covid widens disparity in education. *The daily Star.* Retrieved October 20, 2021 from https://www.thedailystar.net/backpage/news/covid-widens-disparity-education-2034465

Besser A., Lotem S., & Zeigler-Hill V. (2020). Psychological stress and vocal symptoms among university professors in Israel: Implications of the shift to Online Synchronous Teaching during the COVID-19 pandemic. *Journal of Voice*: *official journal of the Voice Foundation.* S0892-1997(20)30190-9. Advance online publication. https://doi.org/10.1016/j.jvoice.2020.05.028

Dong, E., Du, H., & Gardner, L. (2020). An interactive web-based dashboard to track COVID-19 in real time. *The Lancet Infectious Diseases, 20*(5). https://doi.org/10.1016/

Dutta, S., & Smita, M. K. (2020). The Impact of COVID-19 Pandemic on Tertiary Education in Bangladesh: Students' Perspectives. *Open Journal of Social Sciences, 8,* 53-68. https://doi.org/10.4236/jss.2020.89004

Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects 49*, 91-96.
https://doi.org/10.1007/s11125-020-09464-3

Duraku, Z. H., & Hoxha, L. (2020). *The impact of COVID-19 on education and on the wellbeing of teachers, parents, and students: Challenges related to remote (online) learning and opportunities for advancing the quality of education*. Pp. 17-45. Retrieved December 22, 2021 from

https://www.researchgate.net/publication/341297812

Elahi, S. M. (2022, January 4). UNICEF urges safe school reopening to avoid generational catastrophe. *The Financial Express*. Retrieved October 2, 2021 from https://www.thefinancialexpress.com.bd/education/unicef-urges-safe-school-reopening-to-avoid-generational-catastrophe-1626081388

Ela, M. Z., Shohel, T. A., Shovo, T. E., Khan, L., Jahan, N., Hossain, M. T., & Islam, M. N. (2021). Prolonged lockdown and academic uncertainties in Bangladesh: A qualitative investigation during the COVID-19 pandemic. *Heliyon, 7*(2). https://doi.org/10.1016/j.heliyon.2021.e06263

Engzell, P., Frey, A., & Verhagen, M. D. (2021). Learning loss due to school closures during the COVID-19 pandemic. *Proceedings of the National Academy of Sciences, 118*(17). https://doi.org/10.1073/pnas.2022376118

Egan, S. M., Pope, J., Moloney, M., Hoyne, C., & Beatty, C. (2021). Missing Early Education and Care during the Pandemic: The Socio-Emotional Impact of the COVID-19 Crisis on Young Children. *Early Childhood Education Journal, 49*, 925-934. https://doi.org/10.1007/s10643-021-01193-2

Fegert, J. M., Vitiello, B., Plener, P. L., & Clemens, V. (2020). Challenges and burden of the Coronavirus 2019 (COVID-19) pandemic for child and adolescent mental health: a narrative review to highlight clinical and research needs in the acute phase and the long return to normality. *Child Adolesc Psychiatry Ment Health* 14, 20. https://doi.org/10.1186/s13034-020-00329-3

Hoffman, J. A., & Miller, E. A. (2020). Addressing the Consequences of School Closure Due to COVID-19 on Children's Physical and Mental Well-Being. *World*

medical & health policy, 10.1002/wmh3.365. Advance online publication. https://doi.org/10.1002/wmh3.365

Halle, T. G., & Darling-Churchill, K. E. (2016). Review of measures of social and emotional development. *Journal of Applied Developmental Psychology, 45*, 8-18. https://doi.org/10.1016/j.appdev.2016.02.003

Imran, N., Zeshan, M., & Pervaiz, Z. (2020). Mental health considerations for children & adolescents in COVID-19 Pandemic. *Pakistan journal of medical sciences*, *36*(COVID19-S4), S67–S72. https://doi.org/10.12669/pjms.36.COVID19-S4.2759

Imran, N., Aamer, I., Sharif, M. I., Bodla, Z. H., & Naveed, S. (2020). Psychological burden of quarantine in children and adolescents: A rapid systematic review and proposed solutions. *Pakistan journal of medical sciences*, *36*(5), 1106–1116. https://doi.org/10.12669/pjms.36.5.3088

Islam, M. T., Talukder, A. K., Siddiqui, M. N., & Islam, T. (2020). Tackling the COVID-19 pandemic: The Bangladesh perspective. *Journal of public health research*, *9*(4), 1794. https://doi.org/10.4081/jphr.2020.1794

Idoiaga N, Berasategi N, Eiguren A., & Picaza M (2020) Exploring Children's Social and Emotional Representations of the COVID-19 Pandemic. *Front. Psychol. 11:1952*. doi: 10.3389/fpsyg.2020.01952

Islam, S., Sujan, S. H., Tasnim, R., Mohona, R. A., Ferdous. M. Z., Kamurruzzaman, S., …Pontes, H. (2021). Problematic Smartphone and Social Media Use Among Bangladeshi College and University Students Amid COVID-19: The Role of Psychological Well-Being and Pandemic Related Factors. *Frontiers in psychiatry*, *12*, 647386. https://doi.org/10.3389/fpsyt.2021.647386

Kulal, A. and Nayak, A. (2020), A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District, *Asian Association of Open Universities Journal*, *15*(3), 285-296. https://doi.org/10.1108/AAOUJ-07-2020-0047

Khan, A. H., Sultana, M. S., Hossain, S., Hasan, M. T., Ahmed, H. U., & Sikder, M. T. (2020). The impact of COVID-19 pandemic on mental health & wellbeing

amonghome-quarantined Bangladeshi students: A cross-sectional pilot study. *Journal of Affective Disorders, 277*, 121-128. https://doi.org/10.1016/j.jad.2020.07.135

Humphreys, K. L., Myint, M. T., & Zeanah, C. H. (2020). Increased Risk for Family Violence during the COVID-19 Pandemic. *Pediatrics*, *146*(1):e20200982. https://doi.org/10.1542/peds.2020-0982

Lowhorn, Greg L. (2007). *Qualitative and Quantitative Research: How to Choose the Best Design.* Retrieved December 20, 2021 from https://ssrn.com/abstract=2235986

Lee, J. (2020). Mental health effects of school closures during COVID-19. *The Lancet. Child & adolescent health*, *4*(6), 421. https://doi.org/10.1016/S2352-4642(20)30109-7

Malak, M. S., Sharma, U., & Deppeler, J. M. (2014). Bangladeshi teachers' perceptions about student behaviour in primary schools. *International Journal on School Disaffection, 11*(1), 59-78. Retrieved October 27, 2021 from https://www.researchgate.net/publication/273332636_Bangladeshi_teachers'_perceptions_about_student_behaviour_in_primary_schools

Mahmud, A., Dasgupta, A., Gupta, A. D., Hasan, M. K., & Kabir, K. R. (2021). Current Status about Covid-19 Impacts on Online Education System: A Review in Bangladesh. *SSRN*, pp. 1-18. Retrieved October 2, 2021 from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3785713

Maller, C. J. (2009). Promoting children's mental, emotional and social health through contact with nature: a model. *Health Education, 109*(6), 522-543. https://doi.org/10.1108/09654280911001185

Mastroyannopoulou, K., & Loades, M. E. (2010). Teachers' Recognition of Children's Mental Health Problems. *Child and Adolescent Mental Health, 15*(3), pp. 150–156. https://doi.org/10.1111/j.1475-3588.2009.00551.x

Moss, G., Allen, R., Bradbury, A., Duncan, S., Harmey, S., & Levy, R. (2020). Primary Teachers' experience of the COVID-19 Lockdown-Eight key messages for Policymakers going forward. *UCL Institute of Education, London*. Retrieved

October 5, 2021 from
https://discovery.ucl.ac.uk/id/eprint/10103669/1/Moss_DCDT%20Report%201%
20Final.pdf

Mbwayo, A.W., Mathai, M., Khasakhala, L. I., Kuria, M. W., & Vander Stoep, A.
(2020). Mental Health in Kenyan Schools: Teachers' Perspectives. *Glob Soc
Welf* 7**,** 155-163. https://doi.org/10.1007/s40609-019-00153-4

Makovec, D. (2018). The Teacher's role and Professional Development. *International
Journal of Cognitive Research in Science Engineering and Education, 6*(2).
Retrieved October 10, 2021 from
https://www.researchgate.net/publication/327190779_The_teacher's_role_and_pr
ofessional_development

Nyavanga E. J., & Barasa M. (2016). Expectations about Counseling for a Mental
Illness among Primary School Teacher Trainees in Kenya. *Science Journal of
Public Health, 4*(4), 305-311. Retrieved October 10, 2021 from
https://www.researchgate.net/publication/346944592_Expectations_About_Coun
seling_for_a_Mental_Illness_Among_Primary_School_Teacher_Trainees_in_Ke
nya

Navarro-Espinosa, J.A., Vaquero-Abellán, M., Perea-Moreno, A.-J., Pedrós-Pérez, G.,
Aparicio-Martínez, P., & Martínez-Jiménez, M.P. (2021). The Influence of
Technology on Mental Well-Being of STEM Teachers at University Level:
COVID-19 as a Stressor. *Int. J. Environ. Res. Public Health, 18*(18), 9605.
https://doi.org/10.3390/ijerph18189605

Okuyama, J., Seto, S., Fukuda, Y., Funakoshi, S., Amae, S., Onobe, J., Izumi, S., Ito,
K., & Imamura, F. (2021). Mental Health and Physical Activity among Children
and Adolescents during the COVID-19 Pandemic. *Tohoku J. Exp. Med., 253,*
203-215. Retrieved October 10, 2021 from
https://www.jstage.jst.go.jp/article/tjem/253/3/253_203/_pdf

Ozorio, T. (2011, January 11). What is mental health and mental wellbeing? [Blog
Page]. Retrieved December 20, 2021 from
https://www.mind.org.uk/information-support/your-stories/what-is-mental-
health-and-mental-wellbeing/

Priyadarshani, H., & Jesuiya, D. (2021). Teacher's Perception on Online Teaching Method during Covid-19: With Reference to School Level Teachers at Faculty of Education, The Open University of Sri Lanka. *Shanlax International Journal of Education*, *9*(2), 132-140. https://doi.org/10.34293/education.v9i2.3662

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and policy in mental health*, *42*(5), 533-544. https://doi.org/10.1007/s10488-013-0528-y

Pandya, A., & Lodha, P. (2021). Social Connectedness, Excessive Screen Time During COVID-19 and Mental Health: A Review of Current Evidence. *Front. Hum. Dyn, 3:*684137. https://doi.org/10.3389/fhumd.2021.684137

Payne, G., & Payne, J. (2004). Group discussions/focus groups. *Key concepts in Social Research*, pp. 103-107. SAGE Publications, Ltd. https://www.doi.org/10.4135/9781849209397

Qiong, O. (2017). A Brief Introduction to Perception. *Studies in Literature and Language, 15*(4), 18- 28. Retrieve December 20, 2021 from https://core.ac.uk/download/pdf/236304229.pdf

Reinke W. M, Stormont M, Herman K. C, Puri R., & Goel, N. (2011). Supporting Children's Mental Health in Schools: Teacher Perceptions of Needs, Roles, and Barriers. *School Psychology Quarterly, 26*(1), 1-13. https://doi.org/10.1037/a0022714

Singh, S., Roy, D., Sinha, K., Parveen, S., Sharma, G., & Joshi, G. (2020). Impact of COVID-19 and lockdown on mental health of children and adolescents: A narrative review with recommendations. *Psychiatry research*, *293*, 113429. https://doi.org/10.1016/j.psychres.2020.113429

Roberton, T. (2020). Prioritising children's rights in the COVID-19 response. *The Lancet Child & Adolescent Health, 4*(7), 479. doi :https://doi.org/10.1016/S2352-4642(20)30172-3

Rubaii, N., Knott, J., Berry, F. S., & McFarland, L. (2013). JPAE: Journal of Public Affairs Education. *National Association of Schools of Public Affairs and*

Administration (NASPAA), 19(2). Retrieve December 27, 2021 from
http://216.119.97.87/JPAEmessenger/Article/VOL19-2/JPAE_19_02_Final.pdf#page=13

Shafiq, S., Nipa, S. N., Sultana, S., Rahman, M. R., & Rahman, M. M. (2021).
Exploring the triggering factors for mental stress of university students amid
COVID-19 in Bangladesh: A perception-based study. *Children and youth
services review*, *120*, 105789. https://doi.org/10.1016/j.childyouth.2020.105789

Schnaiderman, D., Bailac, M., Borak, L., Comar, H., Eisner, A., Ferrari, A.,
…Garibotti, G. (2021). Psychological impact of COVID-19 lockdown in children
and adolescents from San Carlos de Bariloche, Argentina: Parents' perspective.
Archivos argentinos de pediatria, *119*(3), 170–176.
https://doi.org/10.5546/aap.2021.eng.170

Shen L, Schie J. V., Ditchburn G., Brook, L., & Bei, B. (2018). Positive and negative
emotions: Differential associations with sleep duration and quality in adolescents.
Journal of Sleep Research, 27(2). https://doi.org/10.1111/jsr.40_12765

Shammi, M., Bodrud-Doza, M., Islam, A.R.M.T., & Rahman, MD. M. (2021).
Strategic assessment of COVID-19 pandemic in Bangladesh: comparative
lockdown scenario analysis, public perception, and management for
sustainability. *Environ Dev Sustain* 23**,** 6148-6191.
https://doi.org/10.1007/s10668-020-00867-y

Save the children. (2020). Children at risk of lasting psychological distress from
coronavirus lockdown: Save the Children. *News and Press Release*. Retrieved
October 10, 2021 from
https://www.savethechildren.net/news/%E2%80%98children-risk-lasting-psychological-distress-coronavirus-lockdown%E2%80%99-save-children

Sakib, S. N. (2021 February 22). Bangladesh: Pandemic takes toll on kids' mental
health: Official says Education Ministry providing training to 100,000 teachers
on students' mental health problems. *Anadola Agency*. Retrieved October 10,
2021 from

https://www.aa.com.tr/en/health/bangladesh-pandemic-takes-toll-on-kids-mental-health/2152760

Sverzellati, N., Milanese, G., Milone, F., Balbi, M., Ledda, R. E., & Silva, M. (2020). Integrated Radiologic Algorithm for COVID-19 Pandemic. *Journal of thoracic imaging*, *35*(4), 228-233. https://doi.org/10.1097/RTI.0000000000000516

Somersalo, H. (2002). *School Environment and Children's Mental Well-being.* Retrieved December 27, 2021 from https://helda.helsinki.fi/bitstream/handle/10138/22517/schoolen.pdf?sequence=2

Sileyew, K. J. (2019). Research Design and Methodology. *Intechopen*.

doi: 10.5772/intechopen.85731

Stoica, A. M., & Roco, M. R. (2013). The Role of the Emotional Intelligence in Kindergarden Children's Development. *Procedia - Social and Behavioral Sciences, 78*. doi: 10.1016/j.sbspro.2013.04.269

Tandon, P. S, Zhou, C., Johnson, A. M., Gonzalez, E. S., & Kroshus, E. (2021). Association of Children's Physical Activity and Screen Time With Mental Health During the COVID-19 Pandemic. *JAMA Netw Open, 4*(10):e2127892. doi:10.1001/jamanetworkopen.2021.27892

Bhugra, D., Till, A., & Sartorius, N. (2013). What is mental health? *International Journal of Social Psychiatry*, *59*(1), 3-4. https://doi.org/10.1177/0020764012463315

The Daily Star. (2022, January 5). *Impact of COVID-19 on the life and livelihood of persons with disabilities (PWD): How to overcome the challenges*. Retrieved October 2, 2021 from

https://www.thedailystar.net/round-tables/news/impact-covid-19-the-life-and-livelihood-persons-disabilities-pwd-how-overcome-the-challenges-2012425

UNICEF. (2021 September 16). *77 million children have spent 18 months out of class: #ReopenSchools, urges UNICEF. UN News, Global perspective Human stories.* Retrieved October 15, 2021 from https://news.un.org/en/story/2021/09/1100072

UNICEF. (2021). *School reopening can't wait.* Retrieved October 18, 2021 from https://www.unicef.org/eap/stories/school-reopening-cant-wait

UNICEF, (2021). *At least 1 in 7 children and young people globally has lived under stay-at-home policies for most of the last year, putting mental health and well-being at risk*. Retrieved October 18, 2021 from

https://www.unicef.org/press-releases/least-1-7-children-and-young-people-has-lived-under-stay-home-policies-most-last

UNICEF. (2021). *Reopen Schools: There's no time to lose*. Retrieved October 18, 2021 from

https://www.unicef.org/coronavirus/reopen-schools?gclid=CjwKCAjw-sqKBhBjEiwAVaQ9a1H9xDrXkxB7PuafEgKQ_PKvBYXrs3x7yz4Y5vqPzletBt p1jjgjYhoCD4cQAvD_BwE

Uddin, M. (2020, June 13). Effects of the pandemic on the education sectoring Bangladesh. *The Financial Express.* Retrieved October 20, 2021 from https://thefinancialexpress.com.bd/views/effects-of-the-pandemic-on-the-education-sector-in-bangladesh-1592061447

Urbina-Garcia, A. (2020).*Young Children's Mental Health: Impact of Social Isolation During The COVID-19 Lockdown and Effective Strategies*. Manuscript Final, University of Hull.

Volk, A. A., Brazil, K. J., Franklin-Luther, P., Dane, A. V., & Vaillancourt, T. (2021). The influence of demographics and personality on COVID-19 coping in young adults. *Personality and Individual Differences*, *168*, 110398.

doi: https://doi.org/10.1016/j.paid.2020.110398

Van, T. E., & Hundley, V. (2002). The importance of Pilot Studies. *Nursing Standard, 16*(40), 33-36. Retrieved December 20, 2021 from https://www.proquest.com/openview/e1c79ecc86d8b228530d189b81b25f63/1?p q-origsite=gscholar&cbl=30130

Vaillancourt, T., Szatmari, P., Georgiades, K., & Krygsman, A. (2021). The impact of COVID-19 on the mental health of Canadian children and youth. *FACETS 6,* 1628-1648. Retrieved from https://doi.org/10.1139/facets-2021-0078

WHO. (2020). *COVID-19 disrupting mental health services in most countries, WHO survey*. Retrieved November 27, 2021 from

https://www.who.int/news/item/05-10-2020-covid-19-disrupting-mental-health-services-in-most-countries-who-survey

Xiao, H., Zhang, Y., Kong, D., Li, S., & Yang, N. (2020). Social Capital and Sleep Quality in Individuals Who Self-Isolated for 14 Days during the Coronavirus Disease 2019 (COVID-19) Outbreak in January 2020 in China. *Medical science monitor: international medical journal of experimental and clinical research*, *26*, e923921. https://doi.org/10.12659/MSM.923921

Yeasmin, S., Banik, R., Hossain, S., Hossain, M. N., Mahumud, R., Salma, N., & Hossain, M. M. (2020). Impact of COVID-19 pandemic on the mental health of children in Bangladesh: A cross-sectional study. *Children and youth services review*, *117*, 105277. doi: https://doi.org/10.1016/j.childyouth.2020.105277

Section A: Participants Demographic Information

Teachers' name: _____   Teachers' age: _____

Teaching Institute: _____   Interview date: _____

Interview starts time: _____   Interview ends time:_____

Teachers' Gender: _____

Section B: Teachers' knowledge

1.   What do you know about mental health?

2.   What is your understanding of students' mental well-being and development

during pandemic?

3.   What do you mean/ your view by social interaction?

4.   Why social interaction is important for students' mental well-being?

5.   What is your perception regarding online teaching and learning?

6.   Do you notice any behavioral changes of students during lockdown?

If yes, what are those changes?

Teachers' Attitude

1.   Do you think teachers' can play a major role in child's life?

If yes, how and why?

2.   Do you believe/ agree students are mentally disturb because of COVID-19

pandemic?

If yes, how?

3.   Do you think/ feel that students' learn less due to pandemic? If yes, explain

Section C: Practices

1.   What is your experience about online class?

2.   How do you incorporate and interact with students during online class to mitigate students' learning loss?

3.   Do you use any play materials during class to engage the students?

        If yes, how?

4.   What kinds of activities do you use to ensure students' mental well-being?

5.   Do you encourage the students to interact with you and other peers?

6.   What do you do to address students' mental well-being in your online class?

7.   How often do you discuss students' mental health with the children and their parents?

8.   Do you think the practices you do are enough to keep students' mental state healthy? Do they have any influences on students?

Teachers' Recommendation

9.   Do you think teachers are aware regarding students' mental well-being during pandemic?

10.   Do you think, in Bangladesh, teachers' training is needed to incorporate students' mental well-being?

11.   What steps should a teacher take to maintain the year gap loss to ensure students' mental well-being?

Concluding question:

Do you want to share anything else?

Appendix A: IDI guidelines for Teachers

Section A: অংশগ্রহণকারীদের জনসংখ্যা সংক্রান্ত তথ্য

শিক্ষকের নাম: শিক্ষকের বয়স:

টিচিং   ইনস্টিটিউশন: ইন্টারভিউ তারিখ:

ইন্টারভিউ শুরুর সময়:   ইন্টারভিউ সময় শেষ:

শিক্ষক/ শিক্ষিকা:

Section B: Teachers' knowledge

১. আপনি মানসিক স্বাস্থ্য সম্পর্কে কি জানেন?

২. Lockdown চলাকালীন শিক্ষার্থীদের মানসিক সুস্থতা এবং বিকাশ সম্পর্কে আপনার মতামত কী?

৩. সামাজিক যোগাযোগ সম্পর্কে আপনি কি মনে করেন ?

৪. কেন সামাজিক যোগাযোগ শিক্ষার্থীদের মানসিক সুস্থতার জন্য গুরুত্বপূর্ণ ?

৫. অনলাইনে শিক্ষাদান এবং শেখার বিষয়ে আপনার ধারণা কী?

৬. আপনি কি লকডাউন চলাকালীন শিক্ষার্থীদের আচরণগত পরিবর্তন লক্ষ্য করেছেন ? যদি হ্যাঁ হয়, তাহলে সেই পরিবর্তনগুলি কী কী ?

Teachers' Attitude

৭. আপনি কি মনে করেন শিক্ষকরা শিক্ষার্থীদের জীবনে প্রধান ভূমিকা পালন করে ?
                   যদি হ্যাঁ হয়, কিভাবে এবং কেন?

৮. আপনি কি বিশ্বাস করেন/একমত যে শিক্ষার্থীরা COVID-19 মহামারীর কারণে মানসিকভাবে বিপর্যস্ত ?

          যদি হ্যাঁ হয়, কিভাবে ?

৯. আপনি কি মনে করেন লকডাউনের জন্যে লেখা পড়ায় কোনো ব্যাঘাত ঘটেছে?
                   যদি হ্যাঁ হয়, ব্যাখ্যা করুন

Section C: Practices

১. অনলাইন ক্লাস সম্পর্কে আপনার অভিজ্ঞতা কি?

২. তাদের শিক্ষার ক্ষতি কমাতে অনলাইন ক্লাস চলাকালীন আপনি কীভাবে শিক্ষার্থীদের অন্তর্ভুক্ত এবং যোগাযোগ করেন ?

৩. আপনি ক্লাস চলাকালীন কোন খেলার উপকরণ ব্যবহার করেন যাতে ছাত্রছাত্রীরা ক্লাসে জড়িত থাকে ? যদি হ্যাঁ হয়, কিভাবে ?

৪. ছাত্রছাত্রীদের মানসিক সুস্থতা নিশ্চিত করার জন্য আপনি কি ধরনের মজার কার্যকলাপ ব্যবহার করেন?

৫. আপনি কিভাবে ছাত্রছাত্রীদের আপনার এবং অন্যান্য সহপাঠীদের সাথে যোগাযোগ করতে উৎসাহিত করেন ?

৬. আপনার অনলাইন ক্লাসে শিক্ষার্থীদের মানসিক সুস্থতার জন্য আপনি কী করেন?

৭. আপনি শিক্ষার্থীদের মানসিক স্বাস্থ্য নিয়ে শিক্ষার্থী এবং তাদের পিতামাতার সাথে আলোচনা করেন ?

৮. আপনি কি মনে করেন যে আপনি যে অনুশীলনগুলি করেন তা শিক্ষার্থীদের মানসিক অবস্থা সুস্থ রাখতে যথেষ্ট? শিক্ষার্থীদের উপর কোন প্রভাব আছে?

Teachers' Recommendation

৯. আপনি কি মনে করেন Lockdown চলাকালীন শিক্ষকরা শিক্ষার্থীদের মানসিক সুস্থতার বিষয়ে

        সচেতন ?

১০. আপনি কি মনে করেন, বাংলাদেশে শিক্ষার্থীদের মানসিক সুস্থতা বোঝার জন্য শিক্ষকদের

        প্রশিক্ষণের প্রয়োজন আছে?

১১. শিক্ষার্থীদের মানসিক সুস্থতা নিশ্চিতকরণ ও শিখন ঘাটতি পূরন করতে একজন শিক্ষকের কী কী পদক্ষেপ নেওয়া প্রয়োজন?

Appendix B: Group Discussion guidelines for Teachers

Section A: Participants Demographic Information

Teacher's name	Age	Gender	Teaching Institute
Interview start time			
Interview end time			

Section B

1. What is your understanding of students' mental well-being and their development during pandemic?

2. What is your perception regarding online teaching and learning?

3. Do you think teachers' can play a major role in a child's life?

    If yes, how and why do you think that?

4. Do you notice any behavioral changes of students during lockdown that you have not notice before lockdown?

5. What kinds of activities do you use during online class to support students' mental wellbeing to mitigate their learning loss?

6. Do you think, in Bangladesh, teachers' training is needed to incorporate students' mental well-being?

Concluding question:

Do you want to share anything else?

Section A: অংশগ্রহণকারীদের জনসংখ্যা সংক্রান্ত তথ্য

শিক্ষকের নাম	বয়স	শিক্ষক/ শিক্ষিকা	টিচিং ইনস্টিটিউশন
ইন্টারভিউ শুরুর সময়			
ইন্টারভিউ শেষ সময়			

Section B

১. Lockdown চলাকালীন শিক্ষার্থীদের মানসিক সুস্থতা এবং তাদের বিকাশ সম্পর্কে আপনার মতামত কী?

২. অনলাইনে শিক্ষাদান এবং শেখার বিষয়ে আপনার মতামত কী?

৩. আপনি কি মনে করেন শিক্ষকরা শিক্ষার্থীদের জীবনে প্রধান ভূমিকা পালন করে?

যদি হ্যাঁ হয়, আপনার মতামত কী?

৪. আপনি কি lockdown চলাকালীন শিক্ষার্থীদের আচরণগত পরিবর্তন লক্ষ্য করেছেন যা আপনি লকডাউনের আগে লক্ষ্য করেননি?

৫. ছাত্রছাত্রীদের মানসিক সুস্থতা নিশ্চিত করার জন্য আপনি কি ধরনের মজার কার্যকলাপ ব্যবহার করেন?

৬. আপনি কি মনে করেন, বাংলাদেশে শিক্ষার্থীদের মানসিক সুস্থতার জন্য শিক্ষকদের প্রশিক্ষণের প্রয়োজন আছে?