

**Parents' Perception Regarding the Effects of Online Classes
on Children's (3-5) Behavior Amid COVID-19**

By:

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

Brac Institute of Educational Development
Brac University
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Declaration

It is hereby declared that

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

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Ethics Statement

Title of Thesis Topic: Parents' perception regarding the effects of online classes on children's (3-5) behavior amid COVID-19

Student name: Tasfia Azim

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

Ethical Review Committee:

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Executive Summary

Pre-school children are affected the most due to the COVID-19 lockdown. Due to school closure, children were suffering from learning loss. To mitigate the learning loss of children, online classes started as one of the most popular and affordable means to continue studies (Khan et al., 2021). Are children making new friends, learning to socialize, or exhibiting any behavioral changes due to online classes? These are a few matters which need further exploration. The purpose of this research was to learn, understand and explore parents' perception regarding the effects of online classes on children's (3 - 5) behavior amid the COVID-19 pandemic.

The study is a qualitative study conducted on 12 parents. The data has been collected through in-depth interviews and focus group discussion over phone calls and zoom (online platform) with the parents.

The study revealed, though parents and children face challenges regarding online classes during the COVID-19 lockdown, parents still appreciate the initiative taken by schools to recover the learning loss of children. Most parents perceive that their children showed behavioral changes like boredom, lack of sleep, inattentiveness, anxiety, loneliness, agitation, clinginess, mood swing, etc., compared with the period before the quarantine. And they believe online classes play a significant role in it. Most parents talked about screen dependency and gadget addiction due to extended screen time. To alleviate stress and strengthen the bond between parents and children, parents can talk to their children and share age-appropriate information. In addition, they can provide emotional support to children if they (children) face any distress.

Keywords: Parents, online classes, children's (3-5) behavior, COVID-19 lockdown

Dedication

To all of my ECD mates, my parents and my husband, Omar

Acknowledgement

First of all, I want to express my gratitude to the most merciful and gracious Almighty Allah for His endless blessings throughout my Master's program, allowing me to complete the degree.

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List of Acronyms

COVID-19	Corona Virus Disease 2019
ECD	Early Childhood Development
FGD	Focus Group Discussion
IDI	In-depth Interview
SARS-CoV-2	Severe acute respiratory syndrome coronavirus 2
UNICEF	United Nations Children's Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UN	United Nation
WHO	World Health Organization

Chapter I

Introduction & Background

Introduction

Coronavirus disease (COVID-19) is a contagious disease caused by a new Coronavirus named SARS-CoV-2 (World Health Organization, 2020). World Health Organization confirmed this virus on 31 December 2019, after a revelation of a cluster of incidents of 'viral pneumonia' in Wuhan, People's Republic of China (World Health Organization, 2020). According to World Health Organization, to stay protected from this virus one has to maintain social distance, wear a mask, keep washing hands or use a sanitizer. The first COVID-19 patients were traced in Bangladesh's capital on March 8, prompting the country to go into general lockdown (Khan et al., 2021). Since then, people have stayed at home except in emergencies, and educational institutions, as well as most industry and business areas, have remained closed (Khan et al., 2021).

COVID-19 pandemic has caused in the closure of educational institutions at all levels in almost every area of the world, affecting the education of a huge number of students (Grover et al., 2021). The epidemic has brought the educational system and the learning process for school children to a standstill (Grover et al., 2021). As of March 2020, more than 168 million children's schools throughout the world had been closed for almost a year due to COVID-19 lockdowns (UNICEF data hub, 2021). Furthermore, more than three-quarters of the world's children – or one in every seven – have missed their in-person schooling (UNICEF data hub, 2021). Pre-school children are affected the most because of this. According to a new UNICEF study brief, at least 40 million children worldwide have missed out on early childhood education during their vital pre-school

year as a result of COVID-19's closure of childcare and early education facilities (UNICEF, 2020). Schools in Bangladesh are closed due to COVID-19, affecting around 38 million youngsters and nearly one million teachers (The World Bank, 2021). 3.6 million Pre-primary students are at risk of learning loss in Bangladesh (Brac.net, 2020). To ensure the early education of children during COVID-19, some educational institutions started online classes.

This study is about exploring parents' understanding regarding the effects of online classes on children's (3-5) behavior during the COVID-19 crisis. The study will be conducted in the Gulshan, Mohakhali and Dhanmondi areas of Dhaka city. For this study, the researcher is targeting parents who have children (3-5) and these children are enrolled in English Medium schools which are conducting online classes during COVID-19 pandemic. There haven't been many research done on this subject. We must ensure that children are physically and cognitively healthy in order to help them attain their highest potential. COVID-19, not only affected adults but also children. This research is needed to explore how children are adapting to this online modality, especially, the children who haven't had the opportunity to go to a physical school yet.

Statement of the problem

The issue that this study focused on was “Effects of online classes on children's (3-5) behavior amid the COVID-19 pandemic”.

Children learn to communicate with others as they interact with their surroundings. More than one million brain connections are created per second in the first couple of years (UNICEF, n.d.). The quality of a child's early experiences has a significant impact on how their brains grow later in life, giving either strong or weak foundations for

learning, health, and behavior (UNICEF, n.d.). When children visit school, they get a playful environment with lots of friends. Children learn by communicating with their peers and with teachers. Comprehensive, school-based social emotional curriculums lay a solid basis for healthy social emotional development and good peer cultures (D et al., 2018). Children learn to use different social cues when they interact. This is important for children to grow emotionally. Hence children's environment plays a big role in their development and behavioral outcome. When a 3-year-old is sent to a preschool, he/she develops different social skills along with other skills which will help him/her in the future life. Due to the COVID-19 pandemic, school education has changed dramatically in recent years (Nandhan et al., 2020).

Just after authorities imposed a lockdown to control the situation caused by the COVID-19 pandemic, schools had to shut down along with other places. Globally almost 1.3 billion students (Save the Children, 2020) are being deprived of school education. Bangladesh is no exception. Schools not only educate children but also assist them in their psychosocial development. Schools nurture children, teach them social skills, and assist them in becoming their best selves. Children develop a variety of essential social emotional skills, including empathy, collaboration, and problem-solving methods, in the setting of peer interactions (D et al., 2018). The COVID-19 epidemic prompted unprecedented school closures throughout the world, putting the educational system on hold (Grover et al., 2020). Due to school closure, children were suffering from learning loss. To mitigate the learning loss of children, online classes started as one of the most popular and affordable means to continue studies (Khan et al., 2021).

This transition to online classes has impacted children in many ways. A completely

new environment and a new way of learning are presented in front of them. A couple of surveys have been conducted to understand parental perception towards their children attending online classes. Many parents reported their children's poor attention and lack of concentration (Grover et al., 2020). Some parents could identify their children's irritability and behavioral changes due to online classes (Grover et al., 2020). According to one survey, online classes had a negative impact on children's physical and mental health (Grover et al., 2020).

How parents are feeling about these online classes during lockdown has not been widely studied. Parents stay close to their children and have the ability to understand their children's needs and sufferings. If children exhibit any behavioral changes due to online classes, parents understand. Some urban parents also believe that a variety of digital and internet technologies might provide fresh information and learning opportunities for young children (Dong et al., 2020). Some other parents showed concerns regarding online classes as their children are not able to play with friends or engage in peer activities. Bangladeshi parents are neither prepared nor trained to adapt to this change. But desperate timing requires desperate measures.

Hence the proposed study provided an opportunity to explore and understand parents' perception regarding the effects of online classes on children's (3-5) behavior amid the COVID-19 pandemic.

Purpose of the Study

During early years of life, children develop rapidly. Most kindergartens and English-medium schools in Bangladesh admit 3 – 5 years children. Before COVID-19, it was a normal scenario that parents would take their children to preschool to get accustomed

with school and its curriculum, make friends, play and engage in different activities with peers with the help of teachers. Children would go to school and learn to socialize. But after school closure due to COVID-19 lockdown, children are stuck at home only with their family members. Most children, who are in between 3 - 5, haven't been to physical school yet. Parents and teachers are worried about their children's learning loss. Few kindergartens and English-medium schools started online classes to mitigate learning losses due to COVID-19 pandemic. This is a new normal children have to get accustomed to.

While everything is online, how much it's possible to engage children in pair and group activities, are they making new friends or learning to socialize, are they exhibiting any behavioral change due to online classes, these are few matters which need further exploration. As parents stay close to their children and they are currently in charge of monitoring their children's online classes' progress, they will be able to indicate any behavioral change their children might be exhibiting due to online classes. The reason for choosing 3 -5 years children is, they haven't experienced physical school yet. There haven't been many studies based on their experiences in online classes. The purpose of this research was to find parents' perception regarding online classes on children's (3 -5) behavior amid COVID-19.

Significance of the Study

Amid the COVID-19 epidemic, online learning is extensively encouraged to replace conventional face-to-face schooling in order to keep young children learning and playing at home. This is an emergency measure to ensure the early education of children. But most scholars believe this will leave an impact on children's behavior as they are isolated in-home and deprived of the school environment. They are not able to

play with others or take part in different physical activities with their peers. 3 to 5 years old children have not been to school yet. They don't even know how the school looks like. As we know from the previous discussion, interaction is important for children to learn about others and understand others, how online classes are helping in this regard. It is important to investigate how it's impacting children's mental health and behavioral pattern. And to do that, the best means are parents because no one knows the children better than their parents.

Students are deprived of going to the school ground and playing with their peers, bonding with their peers. Mostly they are locked inside home with their gadgets. The only interaction they are receiving is from their family members. Some are attending online classes arranged by their schools. The aim of choosing this topic was to learn more about children's behavioral pattern due to online classes. This study's findings will contribute to children's benefit, considering that preschool plays a vital role in children's academic and social life. The background of the study justifies the need for further exploration. This exploration uncovered critical areas in the children's behavioral change due to the effect of online classes. The purpose of this research was to learn, understand and explore parents' perception regarding the effects of online classes on children's (3 - 5) behavior amid the COVID-19 pandemic.

Research Topic and Research Questions

Topic: Parents' perception regarding the effects of online classes on children's (3-5) behavior amid COVID-19

Research Objectives

1. To explore parents' understanding about the effects of online classes on children's behavior amid COVID-19.

2. To identify the challenges faced by children due to online classes amid COVID-19.

Research Questions

1. What do parents think about the effects of online classes on children's behavior amid COVID-19?
2. What are the challenges faced by children due to online classes amid COVID-19?

Operational Definition

Perception - According to Oxford English Dictionary, perception is the ability to see, hear or become aware of something using the senses (The Oxford English Dictionary | Oxford Languages, 2021).

Online classroom - An online classroom is a virtual environment where teachers and students can communicate, interact with the learning materials and share knowledge without sitting face to face (Kaltura, 2021). Learning experiences in synchronous or asynchronous environments using various devices (e.g., mobile phones, laptops, etc.) with internet access, is how online learning is defined. Students can learn and engage with teachers and other students from anywhere (independent) in these settings (Dhawan, 2020).

Children's behavior - Children's behavior is how they conduct themselves (Admin, 2019). It is their behavior, responses, and functioning in response to daily circumstances and surroundings (Admin, 2019).

Children's (3 - 5) - In this study, the focus will be on children who are in between 3 - 5 and didn't start school before 2020. The researcher has chosen this age cohort because

children who turned 3 in 2019 haven't received an opportunity to go to a physical school. The target is to reach children who are enrolled in English Medium schools (conducting online classes) after the COVID-19 outbreak.

Chapter II

Literature Review

Importance of Social Interaction for Children

Children must learn a lot about emotions and human nature in order to become socially competent (Dewar, 2021). Preschool is a major stage in a child's development of social skills (Maleki et al., 2019). Preschool is the time where children learn social skills by interacting with friends and classmates outside of the home and acquiring the behavior, knowledge, and strategies necessary to live in a group setting (Han et al., 2018). The social skills learned during this time provide the foundation for future success (Maleki et al., 2019). Children with better social skills are more likely to be chosen by their peers (Dewar, 2021). Children with low social skills experience emotions of loneliness, which can lead to mental and behavioural issues, as well as bad interactions with their parents, teachers, and peers, as well as school maladjustment (Maleki et al., 2019). Children require social interactions not just to acquire cultural norms, social standards, and socially acceptable behaviors, but also to build their socioemotional wellness, which is critical for creating long-term and significant relationships with other children and adults (Urbina, 2020).

Children's (3 - 5) Behavior amid COVID-19

Considering COVID-19 has such a profound impact on human social life, it has been claimed that restricted lockdown times used to limit the virus's transmission, may have a negative impact on the psychological well-being of young children and their families (Christneret et al., 2021). Multiple structures in which children's relationships are normally embedded, such as relatives' home, school, or childcare facilities, were restricted by government regulations (Christneret et al., 2021). The effect on child's schooling and overall well-being has been a key issue for all sectors, including international organizations such as Save the Children and the United Nations (UN), along with national governments, schools, caregivers, and society at large (Dayal et al., 2020). Some researchers have expressed their concern that the pandemic-related rules pose a danger to children's well-being since multiple structures are deemed necessary to cope well with a challenging circumstance (Christneret et al., 2021). Few studies have previously discovered that anxiety, despair, anger, mood swings, inattention, and sleep disruption are rather prevalent among youngsters who have been isolated (Panda et al., 2021). Parents claimed that their children displayed anxieties they had never exhibited before during the lockdown, including greater irritability, anxiousness, intolerance to rules, demands and excessive expectations, mood swings, and sleep issues, according to another research done in Italy (Idoiaga et al., 2020). Study authors, as well as numerous specialists like physicians, psychologists, and educators have highlighted the detrimental emotional impacts that isolation may have. It has been stated that as the length of confinement rises, these feelings become more acute (Idoiaga et al., 2020).

As the number of COVID-19 cases in Bangladesh continues to grow, an emergency

public health response is required (Yeasmin et al., 2020). As a result, Bangladesh's government imposed complete lockdown and halted all schools, adversely impacting children's health, nutrition, security, education, and general mental health (Yeasmin et al., 2020). Children are not immune to the pandemic's effects, and they are the most sensitive to them, since they are forced to stay at home for extended periods of time because of lockdown and school closure, resulting in little connection with peers and fewer chances for exploration and physical activity (Yeasmin et al., 2020). All of these factors have a negative influence on children's mental health and well-being, resulting in different mental health disorders such as anxiety, stress, depression, and sleeping problems (Yeasmin et al., 2020).

Online Learning Became a Necessity amid COVID-19

The deadly and infectious disease Corona Virus also known as COVID-19 has an unprecedented impact on humanity (Carreon, 2021). Due to the significant breakout of the global pandemic COVID-19, much of the world is under quarantine, and many cities have become ghost towns, with its impacts visible in schools, colleges, and universities as well (Dhawan, 2020). In the fight against COVID-19, school suspensions have been a popular tactic (Engzell et al., 2021). During the COVID-19 pandemic, children's rights to 'survive, learn, and be protected' were highlighted in a Save the Children statement released on March 23, 2020 (Dayal et al., 2020). Education sector has been affected, resulting in the closure of educational institutions (Carreon, 2021). COVID-19 has left 850 million children and young people — half of those attending school, colleges, and universities throughout the globe — without access to education or training, as per the United Nations Educational, Scientific, and Cultural Organization (2020). During the COVID-19 pandemic, schools discontinued face-to-

face instruction, raising concerns about the impact on students' studies (Engzell et al., 2021). According to the United Nations Convention on the Rights of the Child, governments should provide basic education to all children on equal ground (Engzell et al., 2021). It's critical to know whether children learned less under lockdown and whether disadvantaged students do so disproportionately to assess the costs of school closures against the public health advantages (Engzell et al., 2021). Several international bodies and educational professionals believe that learning should continue in some manner during times of disaster when children are unable to physically appear in school, and many countries continue to offer online education as a result (Dayal et al., 2020). Schools adopted new teaching techniques and approaches to meet the demands of students through online classrooms all around the globe (Carreon, 2021). Because of its increased flexibility in terms of time, location, and speed of study, simpler and more effective access to a larger range and bigger quantity of knowledge, and lower financial cost, online learning has witnessed rapid development over the last decade (Dong et al., 2020). However, the use of digital tools by young children to study online in their early years has sparked intense discussion among academics, educators, and politicians in recent decades (Dong et al., 2020).

Around 40% of the total population of Bangladesh consists of children, which means more than 64 million which includes the age group 3 to 5 years (UNICEF Bangladesh, n.d.). 3.6 million children are enrolled in early childhood education in Bangladesh (Government of the People's Republic of Bangladesh Ministry of Primary and Mass Education Ministry of Education, 2020). Along with other countries, Bangladesh's education sector was harmed by the COVID-19 lockdown. In response to that, some institutions in Bangladesh started online education for children.

Parents' Perception Regarding Online Learning

With most schools closed due to the epidemic, teaching has shifted to an online format, placing further pressure on parents all around the world (Khan, 2021). A study conducted by Champeaux et al.(2020) revealed, schools have used a variety of distant learning solutions across countries, inside countries, and within educational levels. So, almost all of the responsibility for children's education shifted on their parents, having possibly mixed results based on the family's socioeconomic status (Champeaux et al., 2020). The epidemic has imposed an additional responsibility on parents: that of watching their children while they attend classes, particularly at the kindergarten and primary levels (Khan, 2021). Parents were now the ones who helped their children gain digital skills, helped them learn their lessons (Daniela et al., 2021). Parents have to grasp ways of combining the learning process of their children with other daily obligations, whereas parental participation had previously been assessed as important but frequently insufficient (Daniela et al., 2021). Parents have to assist their children in overcoming emotional difficulties resulting from lack of human interaction (Daniela et al., 2021). Parents often found online learning to be time-consuming and stressful since it needed substantial involvement of parents of young children (Lau, 2021). In a study conducted with 3275 Chinese parents, most parents expressed unfavorable attitudes towards the values and advantages of online learning and favoured conventional schooling in early childhood settings (Dong et al., 2020). A study conducted by Champeaux et al. (2020) revealed that both French and Italian parents are concerned about their children's home schooling, with Italian parents rating pre-primary and primary school grades lower than French parents.

Effect of Online Learning on Children

Online pedagogy is linked to a number of arguments which include accessibility, cost, flexibility, learning pedagogy, life-long learning, and policy (Dhawan, 2020). According to several studies, the Coronavirus epidemic put students under a variety of stressors, including a lack of knowledge of the online learning conceptual framework, restricted connection with other students, and boredom (Carreon, 2021). Some studies show, students find online classes to be boring and unengaging (Dhawan, 2020) because of its nature. Some academics argue that young children should not be exposed to online classes since it does not prepare them socially or emotionally for school (Dong et al., 2020). Some researchers showed their concern regarding the quality of online learning and some other major issues like lack of social presence and engagement, social isolation, lack of interactivity and participation (Dong et al., 2020). Studies show, during online learning, many students struggle with the loss of face-to-face interaction with their lecturers and peers as a result some may face trouble engaging in different activities (Maryville University, 2021). Children may face isolation. Some parents mentioned behavioural changes including a lack of interest in communicating with others due to online classes and extreme gadget addiction (Nandhanet et al., 2020).

The scenario is similar across the globe including Bangladesh. Anjuman Parvin, a child development specialist mentioned, online classes cannot be a substitute for conventional classroom instruction, particularly for preschool, kindergarten, and special needs students (Zaman, 2020). She added, teachers may use a pleasant learning technique in the physical classroom, and the school can maintain the required environment (Zaman, 2020). She also mentioned, it is critical to make the learning process engaging so that youngsters don't experience worry or fear when they go to

class. She showed her concerns about online classes and mentioned that in an online class, such an engaging environment for children is difficult to achieve (Zaman, 2020).

Chapter III

Methodology

Chapter III focuses on providing a summary of the research design of this study. This chapter includes research participants, research site, research approach, Data Collection Methods, sampling procedure, data analysis, ethical issues, validity & reliability and limitations of the study.

Research Approach

The researcher chose a qualitative research approach, and the nature was exploratory. The gathering, evaluation, and analysis of detailed narrative and visual (i.e., non-numerical) information to gain knowledge of a particular topic of interest is referred to as qualitative research (Gay et al., 2012). Through qualitative research approach the researcher tried to explore parents' perception regarding the effects of online classes on children's (3 - 5) behavior amid COVID-19.

Research Participants

The research participants were the parents (mother and father) of 3 - 5 years old children who were attending online classes because of school closure due to the COVID-19 lockdown. Selected participants' children's medium of study was chosen

to be English. In addition, the participants were chosen because those parents had ideas about online platforms, and their minimum education level is Higher Secondary.

Research Site

The study was conducted in Dhaka city's Dhanmondi, Gulshan and Mohakhali areas. During the pandemic, it was not safe to visit places, and this research required reaching multiple parents. Therefore, the research setting was online platform Zoom and through phone calls. The online platform was chosen according to the convenience of parents.

Sampling Procedure

For this study, the sample size was 12. The study was conducted with 3 fathers and 9 mothers whose children were 3 - 5 years old and attended online classes in English medium schools during the COVID-19 pandemic. The researcher chose the purposive sampling method for this study. Participants were selected according to the researcher's convenience.

Data Collection Methods

As the main motive of this study was to explore and understand the perception of parents about their children's online education, detailed information was collected through In-depth Interviews (IDI) and Focus Group Discussion (FGD). 1 Focus Group Discussion and 6 IDIs were organized to collect data. Before moving forward to data collection, the IDI and Focus Group Discussion guideline was developed and reviewed by experts.

There were 6 In-depth Interviews with mothers and fathers. 2 fathers and 4 mothers participated in IDI. The duration of each interview was 40 to 60 minutes. The In-depth interviews were conducted by a semi structured questionnaire. The IDIs was conducted

using convenient online platforms or through phone calls.

There was 1 Focus group discussion. In the discussion 6 participants took part. The researcher conducted the Focus group discussion with 5 mothers and 1 father. The duration of the Focus group discussion was approximately 90 minutes. A Focus group discussion guideline was used for conducting the discussion. The Focus Group Discussion was conducted through a group meeting using the online platform Zoom. The guidelines included questions about parents' thoughts on their children's online classes. The tools were finalized after piloting. Field notes were taken during the interviews and group discussion. All the interviews were recorded using a mobile phone and computer's audio recorder. The researcher collected all the data through rapport building. The setup of the interview was well organized.

Data Analysis

The researcher analyzed the data after collecting it. At first, she checked the data thoroughly for completeness. The data collected through interviews (IDI) and Focus Group Discussions were organized and transcribed immediately. Ideas were jotted as they came to mind. Later after reading repeatedly and memoing the transcript to get a hold of the data, the researcher wrote the narrative. All the data were thoroughly analyzed following a systematic process. Categories were selected based on different elements from the data, and for this, Microsoft Excel was used. Themes and patterns were recorded, and data-coding was done by highlighting the text. All data were kept organized so that the data were easily retrievable. Finally, the data were interpreted to explain the findings based on the research objectives.

Validity & Reliability

For adding value to the study, the researcher checked the validity and reliability of the

IDI and Focus group discussion guidelines. The study was conducted, taking the utmost care. The accuracy and credibility of the research tools were assessed using several strategies. Experts and peers reviewed the tools. Detailed descriptive data were collected to guarantee transferability. Appropriate procedures and approaches were maintained based on the study questions and guidelines for an In-depth Interview and Focus group discussion. The researcher constantly compared the data taken from sources to ensure correctness in terms of context. For triangulation, the researcher used two methods, IDI and Focus group discussion, to collect data and asked the participants the same questions in a different way. This procedure helped in data accuracy and triangulation. The Academic Committee of BRAC University reviewed the tools. The tools were finalized after piloting.

Ethical Issues

The researcher took special care in ensuring that ethical principles were met. Before the study, permission and appointment were taken from participants. The participants were informed about the study context, purpose and objective of the study, the purpose for choosing them and details about the researcher. The researcher provided adequate information on each of these aspects. Informed verbal consents were taken from the participants. The researcher sent the consent letter to the participants beforehand. Participants' rights were protected before, during and after the interview, and the rights included the right to privacy, right to self-determination, right to withdraw anytime they wanted, right to autonomy and confidentiality, right to equitable treatment and finally right to protection from discomfort and harm. Once the information was shared, participants were chosen based on their willingness. Participants' privacy was protected, and no personal data were shared in the study. Participants could withdraw

even in the middle of the interview. If participants found any question discomforting, they could skip the question. Transparency was maintained throughout the procedure. Ethical approval was taken from the Academic Committee of BRAC IED, BRAC University.

Limitations of the Study

Face-to-face interaction is not going to be possible because of the COVID-19 situation. So, the researcher conducted the whole study in Zoom (online platform) and through phone calls. Because of the time constraints, the participants were chosen from the urban areas of Dhaka city. All the participants were selected from the same socioeconomic background. The number of IDIs and Focus Group Discussions were limited because of limited movement due to COVID-19. Few parents ensured participation but later did not turn up. Because of that, the researcher could not conduct one Focus group discussion. Equal number of fathers could not be ensured due to participants' busy schedules.

Chapter IV

Results & Discussion

Results

This study section is based on the collected data from individual interviews and focus group discussions. The researcher gathered the data from one focus group discussion and six in-depth interviews on parents' perception regarding the effects of online classes on children's (3-5) behavior amid COVID-19. Six participants joined for focus group discussion, and six gave in-depth interviews. Participants were both mothers and fathers, and all of them had children aged between 3 - 5 years. The interviews and discussions were conducted via phone calls and zoom meetings (online).

The results were collected by studying the interviews and discussions. All the data were manually organized and sorted into different themes. Almost all the parents believe their children exhibited some behavioral changes like sleeplessness, anxiety, boredom, loneliness, agitation, inattention, clinginess, mood swing etc., compared with the period before the quarantine. Most participants think that these behavioral changes were caused by isolation from friends and close family members. Parents believe that children's screen dependency and gadget addiction is increasing due to online classes. They also claimed online classes play a vital role in children's behavioral changes. Most interviewees appreciated the initiative of the online learning system but preferred traditional schooling. All the parents mentioned that they needed to provide constant support before, during, and after online classes of their children.

Parents' Demographic Details

There were twelve participants in total. The age range of parents was 28 to 40 years of age. Three fathers and nine mothers participated in six in-depth interviews and one focus group discussion. One father and three mothers have two children, and the rest of the participants have only one child. All the participants have a minimum educational qualification of having a Bachelor's degree. Some of the participants have a Master's degree. In addition, three participants were from extended families, and the rest were from nuclear families. The age range of the children was in between 3 to 5 years.

General Information (In-Depth Interview)								
Serial	Date of IDI	Name of participants	Age	Educational qualification	Occupation	No. of children	Gender of children	Age
1	20/10/2021	A	35	Masters	Teachers	01	Female	5
2	22/10/2021	B	32	Masters	Housewife	01	Male	3.3
3	20/10/2021	C	40	Masters	Banker	02	Female	3.5
							Female	6
4	23/10/2021	D	32	BA	Business	01	Male	4.2
5	24/10/2021	E	32	MSc	Teachers	02	Female	4
							Male	5M
6	26/10/2021	F	38	MBA	Housewife	01	Female	4

Table 1: General Information (In-Depth Interview)

General Information (Focus Group Discussion)								
Starting Time: 9.30 p.m.					Ending Time: 11.30 p.m.			
Serial	Date of FGD	Name of participants	Age	Educational qualification	Occupation	No. of children	Gender of children	Age
1	25/10/2021	G	39	Msc	Housewife	01	Female	3.5
2	25/10/2021	H	34	Degree	Housewife	01	Female	5
3	25/10/2021	I	31	MBBS	Doctor	01	Male	4
4	25/10/2021	J	40	MBBS	Doctor	01	Male	4
5	25/10/2021	K	35	MA	Teacher	01	Female	5
6	25/10/2021	L	36	MBA	Banker	02	Male	4
							Female	4

Table 2: General Information (Focus Group Discussion)

Theme: 1: Parents' Perception about Children's Social Interaction

The living style changed after lockdown. People made many adjustments to live a healthy life. Social interaction got interrupted as people got stuck at home. The subsections below will focus on parents' perceptions about children's social interaction.

Parents' Understanding of the Term 'Social Interaction'

Almost all the participants had a clear idea about social interaction. Most participants stated 'Social Interaction' as the way to mix with others in society. Participant A

defined 'Social Interaction' as, "By 'Social Interaction' I understand, a way to create a social relationship or establishing communication with people of our surroundings."

(IDI #1, 20/10/2021)

One parent stated social interaction for her child as her child mixes and enjoys with her friends. She believes hanging out or going to a program is social interaction whether at school or outside (IDI #2, 22/10/2021). Most parents mentioned 'Social Interaction as communication with people. About this participant, G said, "Social Interaction happens in society; it doesn't happen alone." (FGD #1, 25/10/2021)

Half of the participants shared that their children are usually shy and smile when meeting new people. The other half said that their children are pretty jolly-minded and love chatting with everyone they meet. One mother shared her child maintains better social interaction when she is not around. She also believes her child possesses a dominating character with other children of her age.

Parents Understanding of the Importance of Children's Social Interaction

All the parents emphasized the importance of children's social interaction. Participants talked about why it is essential to mix with people, go to public gatherings and make new friends for their children. Children from extended families are more socially flexible than those from nuclear families. Most parents think that children learn from their surroundings and the people around them. It's not possible to gather that knowledge without communicating with people. Participant J mentioned, "For children's development, social interaction is important as they learn what they see." (FGD #1, 25/10/2021) While talking about social interaction and its importance on her child, participant H said, "I always want my baby to mix and talk to people. Because if

there is no social interaction, then how will he get used to in the society.” (FGD #1, 25/10/2021)

Emphasizing on the matter how important social interaction is, Participant J said,

“Especially those who have 2 or 3- years old baby, those children did not see anything. Everything will seem new to them, and they will exhibit behavioral changes. These children are less likely to share their toys with other children. Maybe this happened because they are used to playing alone. Social communication is crucial for children so that these issues do not grow in their midst.” (FGD #1, 25/10/2021)

Two participants noticed behavioral differences in their elder and younger children. However, they both agreed that their elder children are more social than their younger ones. One mother shared that she thinks her elder child’s environment when she was growing is entirely different from the one the younger one is getting now because of the lockdown. And she believes this is causing some behavioral issues. That is why she thinks social interaction is significant for children. All the parents agreed that social interaction is vital for children’s holistic development.

Changes in Children's Behavior due to Lockdown

Some behavioral changes have been noticed as children’s lifestyle and how they interact with the world changed due to the COVID-19 lockdown. Parents mentioned they saw sleeplessness, anxiety, inattention, boredom, anxiousness, mood swing, gadget addiction, screen dependency etc. among their children due to overstaying during the lockdown. Participant D said,

“My son’s behavior changed. Before lockdown, we used to go out a lot. We don’t go anywhere with him; he gets upset sometimes. He gets frustrated and keeps saying papa, when will we go out?” (IDI #4, 23/10/2021)

Some parents mentioned, for staying home for so long and not meeting more people,

their children exhibited loneliness and clinginess. They also added that their children are getting shy and finding it difficult to talk to people they do not know. Participant F said,

“My son isn’t free like other kids. He gets shy when he sees someone new. He even feels shy just to say hello as he is not used to it. He does not want to talk to people he meets for the first time or irregularly. He does not say anything if someone asks him what his name is. We could not take him outside much because of this lockdown. I think because of this, his attitude changed a bit.” (IDI #6, 26/10/2021)

Almost all the children expressed some sort of distress because of this lockdown. Older children who are 4.5 to 5 years old miss their friends and family. Younger children felt shy while interacting with people they had not met before. One mother also mentioned that her child was scared seeing cars when they took him out after a lengthy lockdown (FGD #1, 25/10/2021). Parents with two children believe that their children can play with one another. Participants from extended families shared that their children haven’t suffered loneliness as they were surrounded by other family members and children in the family.

Some participants could not differentiate their children’s before and after lockdown as their children were way too small when lockdown started. One participant said when asked about this, “It is tough to say how he changed after lockdown. Before lockdown, he was tiny. He was only two years old. Now he is four years old. The behavioral changes that are happening, normal or abnormal. I cannot say.” (FGD #1, 25/10/2021)

Reasons behind Children’s Behavioral Changes

Parents showed different reasons for these kinds of behavioral changes. Most parents believe the main reason behind children’s behavioral changes is not getting out of home for long. Participant F said,

“As my child was home and could not mix with outsiders or friends, he showed some behavioral changes. If I take my child to the park, he gets the chance to mix with other children. But my child did not get that opportunity. My child did not even experience the school environment. I believe children learn things seeing other children.” (IDI #6, 26/10/2021)

Parents shared they noticed their children were stressed and agitated as they could not meet their friends and other family members. They constantly complained about staying home and asked questions like why they couldn't go outside. Most parents also blamed screen dependency caused by online classes, they believe, for the behavioral changes.

Theme 2: Parent's Perception about the Effects of Online Classes on Children's Behavior amid COVID-19

Parents played the most significant role in online classes of children. Most parents mentioned that they had to remain on guard during their children's classes and provide support for completing follow-up activities after the class. Every child is different. There are some similarities and dissimilarities regarding the effect of online classes on each child. According to parents, most children did not enjoy their classes due to their teachers' lack of eye contact and attention. Most parents noticed that their children suffered from loss of concentration and lack of interaction from their teachers and other students. Children learn by seeing others, but in the case of online classes, the scenario was not like this, as claimed by parents. Therefore, this section focused on parents' perception of the effects of online classes on children's behavior amid COVID-19.

Effect of COVID-19 on Children's Learning

Everything stopped after lockdown. Even schools were closed for safety reasons. Children, who were supposed to go to preschool, could not start their physical school.

Most parents believe this situation has affected children's learning. When asked about the effect of COVID-19 on children's education, Participant A stated,

“Of course, education has suffered. Since children can't go to school, they have studied a little from home; the rest of the time, they cannot hang out with anyone due to house lockdown. The downside of education is that they are lagging in terms of education. Another disadvantage is that they have become dependent on devices (technology) which I don't think is suitable for them.” (IDI #1, 20/10/2021)

Some parents believe this is the age for children's first lesson, and because of lockdown, they suffered from learning loss. Participant K stated,

“Education is not just about learning ABCD. The entire process teaches how they will hold the pencil, which pencil should be used for what purpose, they will write on the paper or on the board. Now they are learning the whole process at home, which is very time-consuming. I noticed we could catch things very fast when we were kids. But my son takes a long time to grasp instructions. I am worried about his future studies.” (FGD #1, 25/10/2021)

Parents tried to support their children during this time. But they felt their help was not sufficient. Most participants believe children learn better at school. On the other hand, countrywide lockdown did not affect young children's education, as claimed by a few parents. In their opinion, it may have affected older children's education but not younger ones. Participant E said about this, “In my opinion, the lockdown has affected senior children's education, not junior ones. I never wanted to enroll my child in a preschool. We used to sit with our child for an hour for studies since she was one and a half years old. We continued this during lockdown as well. So, I do not think lockdown has affected her education.” (IDI #5, 24/10/2021)

Opinion about Online Learning

Most parents expressed gratitude towards the online learning system that is helping to

reduce children's learning loss. But they shared online learning came with its challenges. When asked about online learning, Participant F said,

“The teachers are taking the classes very sincerely. The classes are good, but I said there is a difference between conducting classes from a distance and conducting classes face-to-face with the students. Kids start to feel bad because of staring at the screen for a long time; they cannot do classes anymore. The teachers are very cordial. Sometimes maybe they are playing different videos on YouTube, and sometimes they say, let's exercise now. Even, then it is seen that children feel bored.” (IDI #6, 26/10/2021)

Few parents preferred online learning for safety. However, one mother liked online learning to understand what is happening in her daughter's class, and she has a clear idea about her daughter's progress. She shared about this, “I like this online schooling system as I can know a lot more thing that's going on in my daughter's class than before. I mean, I have an elder daughter. When she was in KG, I used to go to the school and talk to her teachers for her updates. But due to online class, I can see what is happening in my younger daughter's class.” (IDI #2, 22/10/2021)

A father strongly showed his dissatisfaction towards online classes when asked. He mentioned,

“Looking at the screen for a long time is causing damage to children's brains and eyes. I think there is not much interaction between the teacher and other students. There are a lot of students in a class, and the teacher cannot concentrate on all of them at once. Therefore, I do not like online classes.” (IDI #3, 20/10/21)

Most parents also mentioned gadget addiction and screen dependency of their children due to online classes.

Parents' Opinion about Children's Schooling Style

Though online learning provided relief for many parents, parents still prefer traditional

schooling over online learning. Participant D shared his experience as,

“I like traditional schooling. That day, I told my wife this was the age for making friends. Children will learn a few things in this class, and especially they will develop interaction skills by playing with friends, talking, sharing things. They will learn new things from each other. But it is not possible to teach them all these at home. Another problem we are facing is that no one in the class knows anyone except Miss. Because of a lack of time and opportunity, they cannot interact.” (IDI #4, 23/10/2021)

Most parents prefer traditional schooling if there is no health hazard. In addition, they believe children learn best by seeing others, which can be appropriately arranged only in physical schools. Nevertheless, some parents showed interest in online classes if the current situation continues. On this topic, participant E shared, “On a normal day, I would prefer physical schooling, but if coronavirus stays for the next 3 to 4 years, I will send my child to the online school. I will not take any risk.” (IDI #5, 24/10/2021)

Parents are eagerly waiting for the world to be healthy again so that their children can experience physical school.

Theme 3: Practices in Online Classes

After attending several classes online, children are exhibiting some behavioral changes. Learning about different practices in online classes will make it easier to comprehend what parents thought about children’s behavioral changes amid COVID-19 lockdowns. The following subsections present parents' and children's various practices during online classes.

Number of Online Classes Children Attending in a Week

When asked about the number of online classes children attend weekly, most interviewees replied that their children do five classes a week. A 4-year-old child's

parent shared her son's class timing, "There are five classes a week, two periods every day. Classes continue for 40 minutes. 10-minute break between classes." (IDI #2, 20/10/2021)

Two pre-play students' parents shared; their children are doing three classes a week, and the duration of each period is 40 minutes (FGD #3, 25/10/2021).

Parent's Support in Children's Online Classes

As children are attending their school from home, parents have to play a vital role before, during, and after online classes of their children. Parents need to take care of children's studies, mood and health. All the participants shared how their children require constant support throughout their online classes. According to most parents, children also need help preparing for the class, and after class, they (children) need support completing the follow-up activities. One of the participants said,

"I try to wake her up a little before the online class. I make her breakfast in the morning so that her sleepiness would go away. After the first class, she becomes dizzy again. So, I sit beside her entire class duration, and I try to tell her stories and tell her that look what your teacher is saying to others. Then I show her the screen. She becomes inattentive after she is done with her part. Then I try to explain to her how her friend is answering. After class, I don't allow him to go in front of the screen. Be it TV or mobile. I keep it in mind." (IDI #6, 26/10/2021)

Most respondents stated that they have to sit in front of their children during class and explain instructions to their children. Few interviewees cited that as the instructions are in English, their children need their help to explain those instructions to them. Very few respondents said that apart from prepping their children for the class, they do not help them as the school strictly prohibits it. A mother shared her experience: "We have specific instruction from teachers that we cannot help our children understand the instruction. She speaks in Bangla at home, but classes are taken in English. So

sometimes, she does not understand her teacher's instruction. Her teacher told us that she might not understand now, but she will eventually understand. If we help now, she might lose interest later." (IDI #E, 24/10/2021)

Most father participants shared they could not help much during online classes as they had to be in their workplaces. However, an interviewee (father) shared, he stays with his son and prepares him for online classes (IDI #4, 23/10/2021).

Children's Attitude towards the Online Classes

When asked about children's attitudes towards online classes, some parents mentioned that they did not like to attend online classes when their children started school. It was a challenge to make them sit in front of the screen in the morning. Especially those who have older siblings and saw their siblings visit schools before lockdowns. But gradually, they started accepting it after attending a few classes. Most parents cited that their children sometimes join online classes enthusiastically, and sometimes they make a lot of fuss about attending the class. Participant D said,

"It can be seen that there is a lot of excitement at the beginning of the class. He continues to do classes, and in the first class, if the teacher asks something, he will answer enthusiastically. Then slowly, he gets bored. And again, the next day, he is excited in the morning for his class to start." (IDI #4, 26/10/2021)

Most parents said their children get bored after one class. They added their children sit for the class they find exciting, and it's hard to catch and make them sit for the class they don't enjoy. A father shared, his son is enthusiastic about music and art class. But he does not like writing class (IDI #4, 26/10/2021).

Few respondents shared that their children do not enjoy the class much due to less communication between teachers and other students. Participant A stated, "My child

does not enjoy online class due to lack of interaction and eye contact.” (IDI #1, 20/10/2021)

Children’s Developmental Domains Addressed in Online Classes

Most parents notified their children only understands 50% to 60% of instruction provided by teachers. Parents have to help to explain the rest of the instructions. A mother said, "My daughter cannot follow the instruction completely. She becomes inattentive when she does not understand her teacher or when her teacher is talking to other students. She starts drawing." (IDI #2, 22/10/2021) According to a few parents, their children reach their teacher if they do not understand the instruction. Interviewee E said, "If she does not understand, she tells her teacher, Teacher, I did not understand." (IDI #5, 24/10/2021) Most parents think that children lose interest in the class because of less eye contact with teachers and other students. Several respondents believe this is also happening due to extended screen time. A father said, “Sometimes I notice that he is just looking at the screen, he is not listening to his teacher. By seeing his face, I understand that he is thinking something else.” (IDI #4, 23/10/2021) Some parents mentioned that children lose concentration after some time in the class. Most participants expressed their concern about children’s focus in class as they noticed their children are constantly losing attention during classes. A mother shared, “I often see my child playing with something in her hand, perhaps keeping an eye on the laptop or moving the camera a little.” (IDI #1, 20/10/21)

Teachers play some physical exercise or dance videos on YouTube, show them to students and instruct them to imitate. That is all they do for physical activity. According to the participants, some children like those activities, and some do not. Most parents

mentioned, their children are not making friends. They are interacting with their teachers only. But they are not talking with other children. When asked about making new friends in class, a father replied,

“No, this thing is not happening at all. He has no friends in his class at the moment. Other kids in class also don't talk to each other because they have never met in real life. Everyone in class interacts with their Miss mainly. They also have no interest in talking to anyone through the screen.” (IDI #4, 23/10/2021)

According to a parent, her child talks to three to four students in class breaks, but that's very small. With this little to no conversation, she believes friendship does not grow (IDI #5, 24/10/2021).

Children's Behavior in Online Learning

Some parents noticed some behavioral changes in children due to online classes. Most parents mentioned their children get bored after the first class, lose focus quickly, and get happy after the class ends. Most parents believe the main reasons for this type of attitude is due to a long time in front of the screen, less physical activities, and less interaction between students.

Children's Interaction with Their Teachers

Most parents shared that their children have a good relationship with their teachers. Teachers interact with all their students, which all the parents appreciate. Participant D said, “He interacts very well with his teachers. There are usually two teachers in the class. They are very friendly and interact very well with students. They interact with all the students, which is good.” (IDI #4, 23/10/2021) In an online class, there are many students. It is not possible for the teachers to maintain eye contact or to communicate constantly with one student. Few parents mentioned that their children lose focus while

talking if their teacher is busy with other students. Participant I said,

"If my daughter speaks and does not get a response from her teacher, she notices it very much. Sometimes she gets sad and tells me about it. She says, look, Ma, miss, did not listen to me. I try to explain to her that maybe miss is attending some other students or there is a network disturbance. But she does not always understand." (FGD #1, 25/10/2021)

Children's Interaction with Their Classmates

Most interviewees agreed that children are incapable of making friends in this online schooling system. They are only doing the classes and interacting with their teachers.

But they are not interacting with their classmates. Participant H said,

"If our children were in school, they could have spoken with their classmates. But in an online class, their main attraction is their teacher. For this reason, they cannot build up any relationship with other children. Their only thought is when Miss will listen to me or when Miss will talk to me. This thing works more in their head." (FGD #1, 25/10/2021)

A mother shared that her daughter talks about other children and tells her about them, but she did not notice them interacting within class breaks (IDI #1, 20/10/2021). Few parents shared that they saw other children are not communicating in class. During class breaks, they usually play or eat. Some parents shared that their children can remember other children's names, but they do not usually refer to them as friends.

Children's Attitude towards Follow-up Activities

Children show more enthusiasm in doing art homework, according to some parents.

It's pretty tricky for most parents to make their children sit at the table for follow-up activities. About this topic, participant E said,

“I think my baby believes whatever she did in class is good enough. She doesn’t want to study anymore. She does not tend to sit in the evening for studying. We have to request her to sit to complete the follow-up activities. Sometimes we offer her chips or more time to play after completing her homework.” (IDI #5, 24/10/2021)

Some children show enthusiasm about completing the task given by their teachers. One of the respondents shared that her daughter is so sincere about completing her homework that she does not go to bed before finishing it (IDI #2, 22/10/2021).

Parents have to put a lot of effort after class into completing the follow-up activities given by the school. It gets easier when children show enthusiasm towards completing their homework.

Theme 4: Challenges Faced by Children and Parents due to Online Classes

Though online classes provided some relief for parents as their children are getting something in place of nothing. But online classes have their challenges both for parents and children. This study was performed on English medium students’ parents. According to most of them, as the classes were in English, it was difficult for their young children. Children also faced attention problems due to lack of communication. And, on the other hand, most parents found it quite challenging to provide constant support throughout their children’s online classes.

The following sub-sections will focus on the challenges faced by children and parents due to online classes.

Challenges Faced by the Children

Parents noticed some challenges children are facing while doing online classes. Children love attention. Some parents witness their children lose interest if they are not

getting full attention during class. In most English medium schools, the language of communication is English. Some parents expressed that it is difficult for their children to understand all the instructions in English. They also said if it was a physical class, maybe teachers could have used some techniques to explain the instructions. Showing concern about this matter, a parent of twins said,

“All the instructions in class are given in English. My daughter understands English well as she watches cartoons all the time. But my son does not understand English. He does not respond to his teachers. Thus, he faces communication problems in class.” (FGD #1, 25/10/2021)

Some children are extroverts but introverted in class, according to their parents. One mother mentioned her child responds slowly in class. So slow that the teacher finds it difficult to hear what she is saying. But she usually speaks in a normal tone (IDI #6, 26/10/2021). According to some parents, children lose concentration quickly during online classes. They get distracted by different sounds around them. Sometimes their mind goes elsewhere after looking at the screen for a longer time.

Challenges Faced by the Parents

Parents face different kinds of challenges in children’s online classes. Most participants agreed that it is difficult to provide the first lesson at home to their children for them. They believe children get their interest about learning something new seeing their classmates. And teachers are professionals who can help in this process. Participant K said in this regard, “This is the age when children get their first lessons. Most children learn by watching their classmates. They like to imitate. Teaching a child the basics, sitting at home is tough. During COVID time I had to teach my son everything at home. On top of that, I am a working mom.” (FGD #1, 25/10/2021)

Parents have to provide constant support towards their children before, during and after online classes. One father of twin children shared, “It is a challenge to make my children sit for online classes in the morning. Their class starts at 9 a.m. So, my wife tries to wake them up at 8.45 a.m. It’s a challenge to wake them up and prepare them for their class. My son cannot concentrate properly at the beginning.” (IDI #3, 20/10/2021) Among the participants, half are homemakers, and the rest are professionals working in different sectors. Some parents shared it is tough for them to constantly sit in front of their children during online classes, especially for working parents. If children were in a physical school, they would have gotten some relief during that time. Participant J shared,

“My husband and I both are doctors. We manage time and spend time with our daughters. Sometimes it is difficult to sit constantly with her during her classes. But it’s something we have to do like, teaching her how to write her first letters. It’s quite difficult as we do not have teacher like training. We try our best, but we do not know if we are doing everything right. If our children were in a physical school, we would not have to face this issue.” (FGD #1, 25/10/2021)

In most cases, mothers are doing most of the work. Both professionals and homemakers. In some cases, fathers are putting efforts as well.

How the Challenges are Mitigated

Parents are constantly trying to help their children overcome all the challenges they face. One participant shared how her daughter gets sad when she is not getting enough attention. She handles the situation in the following way,

“I try to convince her that the online class is going on, you are all talking together, the teacher is not able to answer anyone like that, and you are not alone. Maybe the teacher can't hear because of the device. Don't knock again and again. So, I try to make her understand the situation.” (IDI #1, 20/10/2021)

Some parents try to convince their children by offering them extra playtime, chocolate or cookies. Some parents try to explain the situation. Participant K said about this, “I do not offer her extra screen time or chocolate. I take her to her grandmother’s place. Sometimes we go outside. I also send her downstairs to play with other children.” (FGD #1, 25/10/2021) That’s how these parents are trying to mitigate the challenges.

Discussion

The outcomes of this study are critical in determining how children are dealing with the lockdown, how they are feeling about the online education system, and what they are missing. The researcher analyzed that parents’ perception from their knowledge, experience, practices and challenges regarding the effects of online classes on children's (3-5) behavior amid COVID-19. In this section, the researcher analyzed the results with findings from other existing researches. The interpretation has been presented in different themes.

Theme: 1: Parents’ Perception about Children's Social Interaction

Parents' Understanding of the Term ‘Social Interaction’

The study’s demographic information revealed that all the parents had completed at least an honors degree and had a clear idea about ‘Social Interaction’. In addition, the researcher found that almost all the participants understand ‘Social Interaction’ as mixing with others or communicating with people in society. This view somewhat matches the APA Dictionary of Psychology’s definition of Social Interaction (n.d); Social Interaction is a process in which two or more people are stimulated or respond to each other appropriately. According to another definition found in IGI global (2021),

social interaction is a communication interchange between two or more people that serves as a foundation for society. It also goes with a mother's view about social interaction, as she mentioned that it happens in the community, not alone.

The researcher identified that children's interaction with outsiders varied based on their number of family members and family structures. Like, most of the participants' children from extended families exhibited a friendly approach towards outsiders than those from single families. Maleki et al. (2019); that children's social skills are influenced by their family's socioeconomic condition, home environment, and school environment.

Parents Understanding of the Importance of Children's Social Interaction

The study's data findings suggest that all participants believe social interaction is vital for their children. In addition, most parents talked about the importance of making friends and mixing with people. Furthermore, parents believe children learn what they see, and they gain knowledge, learn social skills when they see others doing it. However, the researcher identified that few parents who have two children could identify the difference between their behavioral patterns during this age range (3 - 5) and believe it is due to social isolation. They mentioned during a focus group discussion that their older children are more social than their younger ones, and they think it is because of playing alone and not meeting too many people during their life. According to Maleki et al.(2019), with social skills, humans can build social interactions that enable people to engage correctly with others in society at various times of their lives.

It is evident from the study that all the respondents think that 3- 5 years is a significant age to learn and adapt various social skills. Maleki et al. (2019) has also mentioned that

the preschool years are critical for developing social skills in children.

Changes in Children's Behavior due to Lockdown

The researcher identified that all the children suffered distress during the lockdown. It was clear from the study findings that due to social isolation and drastic lifestyle change, most parents think their children exhibited some behavioral changes like anxiety, boredom, loneliness, agitation, inattention, clinginess, mood swing, etc. compared with the period before the quarantine. According to a study by Specht et al. (2021), social interactions were confined to immediate family members during the lockdown, and recreational activities such as athletic clubs, social group activities, and playgrounds were prohibited. Because routines are vital for children at that age, the unexpected isolation and probable loss of contact with friends, kindergarten caretakers, and social activities may severely impact the child's mental health (Specht et al., 2021). The researcher analyzed that children are shy due to isolation and find it difficult to talk to people they meet rarely. For some parents, it was difficult to answer this question as they claimed their children were too young when the lockdown started.

Reasons behind Children's Behavioral Changes

It is apparent from the study findings that most participants think that these children's behavioral changes were caused by isolation from friends and close family members, which may have long term effects on children. Similarly, Francisco et al. (2020) stated, "Long-term confinement, fear of illness, boredom, insufficient knowledge, lack of interaction with peers and family members, and family economic hardship, according to some academics, can have even more substantial and long-term consequences on children." Parents also claimed online classes play a vital role in children's behavioral

changes. In addition, most parents reported about their children's screen dependency. According to a previous research, preschoolers' increased screen usage has been linked to inattention and self-regulation issues (Wong, 2021). This study findings are consistent with those of a Chinese study, which implies that this lockdown might pose a serious harm to children's physical activity and encourage excessive screen usage (Idoiaga et al., 2020).

Theme 2: Parent's Perception about the Effects of Online Classes on Children's Behavior amid COVID-19

Effect of COVID-19 on Children's Learning

The result of this study is critical in determining what parents think about how children's learning has been affected. Most parents believe that children are learning very little at home due to school closure. Since the commencement of the COVID-19 pandemic in early 2020, school closures have affected the education of 37 million children in Bangladesh and nearly 800 million students across Asia, including South Asia, Southeast Asia, and East Asia (UNICEF, 2021).

The study's data findings suggest that few parents consider that schools provide education and help children acquire different skills. Likewise, Tarkar (2020) stated that a school is a place where students may have fun while also improving their social awareness and other abilities. On the other hand, missing school or failing to attend school will negatively impact skill development (Tarkar, 2020). Finally, in the study, few parents claimed that the lockdown might have affected older students' education but not younger ones. A finding suggested that younger children are more likely to suffer from the lockdown, both in terms of academic progress and emotional stability

(Champeaux et al., 2020).

Opinion about Online Learning

Data reveals that as most respondents were worried about their children's learning loss, they appreciated the online learning system. However, they also shared their concerns about it. Previous research has found that parents who are happy with their children's learning and engagement possibilities at school had less parenting stress and more parental involvement (Lau et al., 2020). When classes are halted for an extended period, parents often have little choice but to turn to online learning as an alternative to guarantee that their children continue to study and meet academic goals (Lau et al., 2020).

Although there were several challenges, the study portrayed that few parents favored online learning due to safety during the COVID-19 pandemic. Besides, one parent supported online classes as she could see her daughter's progress in class. However, another participant showed strong dissatisfaction with online education as he believes it caused harm to children's eyes and brain function. In a new cross-sectional research with children aged 3–5, using diffusion tensor imaging (DTI) discovered a negative relationship between screen-based media use and brain white matter tract microstructural integrity which supports language, executive functions, and emerging literacy abilities (Wong, 2021). Furthermore, the study findings showed that parents perceive that children's screen dependency and gadget addiction is increasing due to online classes. Similarly, per a recent systematic review and meta-analysis research, Wong (2021) mentioned that extended screen use is linked to lower sleep outcomes in infants and toddlers.

It is clear from the research that parents have mixed feelings about online education based on their experiences and practices.

Parents' Opinion about Children's Schooling Style

The result indicates almost all the parents preferred physical schooling to online schooling. They believe children learn what they see and that opportunity is available in school only. They also mentioned that if the world gets healthy again, they will send their children to a physical school. A study conducted by Lau et al.(2020) revealed that, parents may suffer higher stress and dissatisfaction with their children's online learning because they are not equipped or educated to assist their children's online learning, they may prefer conventional face-to-face training. Tarkar (2020) stated that school is the most delicate instrument for improving abilities. The primary goal of attending or staying in school is to improve a child's abilities (Tarkar, 2020). Parents believe in online learning; most of their (children's) skills are not developing.

Theme 3: Practices in Online Classes

Parent's Support in Children's Online Classes

The study suggests that parents need to provide constant support before, during, and after online classes of their children. They needed to prep their children, sit beside them during class, and help them after class for follow-up activities. Most parents felt overwhelmed, as the study findings suggest. According to a study's conclusions, parental involvement in supervising children's study time is 81,7%, parent role in assisting children in learning is 80,4%, supervising children's study time is 71,8%, recognizing children's learning difficulties is 69%, and providing learning facilities is 64.8% (Hafidz et al., 2020).

On the contrary, some schools have instructed parents not to help their children during class. According to them, children might lose interest if parents help. The study findings highlighted that most mothers have to do all the work related to children's online education. Similarly, a study showed that Chinese moms are more active in their children's education than dads may face more significant difficulties while participating in their children's online learning (Lau, 2021).

Children's Attitude towards the Online Classes

The present study suggests that most children did not like attending classes when admitted to a school. Parents mentioned a few reasons like, due to lockdown, children's routine was changed, and they would wake up late in the morning usually, some of the children saw their older siblings visit physical schools and wanted that too. But later, most children got used to the routine and started attending school willingly. Some respondents mentioned that their children did not enjoy school due to their teacher's lack of communication and attention. The lack of engagement could be a network issue or a considerable number of students. Baber (2021) stated, as children feel isolated and removed from the social reality of the classroom in an online context, teacher-student communication is more critical.

Children's Developmental Domains Addressed in Online Classes

The researcher identified that most children only understood 50% to 60% of instruction and the reason showed by parents were network disruption, inattentiveness and mainly due to language barrier. According to their parents, the instructions are given in English, which is difficult for children to understand. Some students share with their teacher if they do not understand the teaching, and some students do not. The study

suggests that children lose concentration after some time in class. As per the study, most schools do few physical exercise activities in class like yoga, jumping, dancing etc. The study revealed that children could not make friends in this online education system. Parents noticed their children only interacted with the teacher in class. Baber (2021) mentioned in his study that in online learning, interactivity could take the following forms: instructor–learner, learner-learner, and content–learner are all examples of instructor–learner relationships.

Children’s Behavior in Online Learning

Children’s Interaction with Their Teachers

According to most parents, as the study suggested, children had better communication with their teachers in class. Children tried to impress their teacher and demanded all attention from the teacher. If otherwise, children would lose interest in the class as reported by parents. Instructors have adequate time to prepare lectures with online learning; yet, there is a lack of instant connection between an instructor and a student (Baber, 2021).

Children’s Interaction with Their Classmates

The findings indicated that most respondents said children did not get much opportunity or showed little interest in making friends in online classes. According to them, it happened as they never saw each other face to face. According to their parents, some children know their classmates but do not initiate friendship. A study conducted by Champeaux et al.(2020) revealed, while older children might still use social media to communicate with their friends and readily follow online lessons, this is not feasible, or at least very hard, for children under the age of six.

Theme 4: Challenges Faced by Children and Parents due to Online Classes

Challenges Faced by the Children

As per this study, children lose concentration and become inattentive in class if they do not get constant attention from their teacher. A study mentioned that while interactive online classes might assist primary and secondary school students to learn during school closures, communicating virtually with very young children is exceedingly tricky for teachers (Champeaux et al., 2020). Children also face language problems as the classes are conducted in English and mostly speak in Bangla at home. Parents need to support children to understand the instructions. All children are unique. Some students can talk about the problems they face in class to the teacher, and some cannot. The study also revealed that as children are doing their classes at home, a little sound can distract them from class due to the lack of a classroom environment.

Challenges Faced by the Parents

The data findings suggested that parents play the most vital role in young children's online education. According to most parents, they struggled to provide the initial lesson to their children without proper training. According to Champeaux et al. (2020), considering teaching techniques for this age group are less regulated and need more creative abilities, parents may find it more challenging to assist their pre-school children in their learning process. Challenges varied from stay-home parents and working parents. Lau et al. (2020) mentioned stay-at-home parents must adjust to new home schedules in which they must balance the requirements of online classes with other household chores. While working from home or in the office, parents who work outside the house must plan childcare and assist their children's distance learning (Lau

et al., 2020). The researcher identified that most fathers are less connected, and most mothers are enduring all these challenges by themselves.

How the Challenges are Mitigated

Findings from the study demonstrate that mothers had taken the initiative for their children to cope with all the challenges by providing support in all the way they can.

From the above study, it is evident that it is important to understand children's emotions and reactions during the lockdown and parents have a better knowledge about their children's behavioral changes. All children do not behave in the same way, and mostly the reaction depends on the family environment. Parents are adopting new ways to help their children thrive, and they are willing to learn more about it. The study findings also suggested that parents were more concerned about their children's education than mental health and play activities. Whereas play may be crucial to a kid's healthy growth under lockdown because it allows the child to engage with the adult, allowing the adult and the child to collaborate on contributing ideas, solving issues, reaching conclusions, or assessing activities (Idoiaga et al., 2020). This study's participants believe that due to confinement situations and excessive screen time, their children suffer from many behavioral issues that are quite compatible with other countries' children's behavioral problems under the same circumstances.

Conclusion

This study was conducted to determine parents' perception of the effects of online classes on children's (3-5) behavior amid COVID-19. This study revealed a lot of information regarding the impact of online classes on children's behavior which needs

attention, and more researches need to be done in this regard.

It can be concluded that though parents and children face challenges regarding online classes during the COVID-19 lockdown, parents still appreciate the initiative taken by schools to recover the learning loss of children. They believe something is better than nothing. Young children are unable to understand the complexity of the situation. Most parents perceive that their children showed some behavioral changes like boredom, lack of sleep, inattentiveness, anxiousness, loneliness, agitation, clinginess, mood swing, etc., compared with the period before the quarantine. And they believe online classes play a significant role in it. Most parents talked about screen dependency and gadget addiction due to extended screen time. From the parents' perspective, children have a desire for sociability, as evidenced by the outcomes of this study, since they miss their friends and family members.

The study revealed, among participants, most fathers are less connected with their children's education due to their busy work schedules. So, most mothers are doing all the hard work. Therefore, both parents should assist children as much as possible so that mothers do not feel overwhelmed.

However, because the children in this research were from higher educated households with more employment stability, these findings may not apply to other pre-school aged children. Also, the results might not be the same for children not attending online classes. The above findings suggest a need to raise awareness of a child's behavioral function during a lockdown situation, such as probable future COVID-19 waves.

In conclusion, it is evident that the lockdown situation in Bangladesh has had a considerable impact on children's well-being, both at a psychological level and in

social and physical terms. Given these considerations, parents must understand children's reactions and emotions. If they do, they will be able to help their children to overcome these unprecedented circumstances. Government can take the initiative to prepare schools better and train teachers if online classes become a necessity again. In addition to that, the government can arrange training and workshops for parents to be well prepared.

Recommendations

This research focuses on parents' perception of the effects of online classes on children's (3-5) behavior amid COVID-19. The findings were scrutinized how parents perceive, experience and practice their children's behavior due to online classes. Parents have reasons to prefer traditional schooling, but their children's health is a bigger priority. That's why they appreciated the idea of online schooling though it has a lot of challenges. Here are some recommendations to overcome the challenges revealed in the findings -

1. As the study revealed, parents were not aware of the online class techniques to help their children for the best this time. More preparation needs to be taken in this regard. There should be more awareness programs about this issue telecasted in different media. Therefore, if this situation arises again in future, parents can give their full support and not feel overwhelmed.
2. The present study revealed that this confinement situation and online classes could confuse some children. And according to the findings, most may have been experiencing some behavioral changes. However, parents can talk to their children and share age-appropriate information. In addition, they can provide

emotional support to children if they (children) face any distress. That will alleviate stress and strengthen the bond between parents and children. Also, this will help eliminate their confusion, and they will be able to deal with the situation better.

3. As some parents shared about their children's loss of focus during online classes, parents can prepare a corner of the house and set a table and chair for their children's study where they (children) can attend their online classes. This will provide a learning atmosphere and help with children's focus in study.
4. As children spend a long time in front of the screen, parents should limit screen time after their class is over. Instead, parents can engage children with play-based activities. They can scaffold and facilitate children with the necessary materials. Doing this will help children with boredom, and they will remain engaged with something throughout the day. Also, they will learn new things in the process.
5. More interaction among family members must be encouraged in extended families. Small entertainment programs can be arranged in large families where children can sing, recite poems, or act wearing fancy dresses. If more children are there, elders can organize games for them. In nuclear families, both parents should spend quality time with their children. They can play together, tell stories, have dinner together, watch movies, etc.
6. Parents need to maintain a daily routine for their children and themselves. Doing this will help children have an idea about when to do what. Children can also learn from their parents when they see their parents maintain a routine.
7. The study findings identified the pros and cons of the online learning system for children. Most of the problems can be mitigated through proper

interventions. Hence, a blended learning framework needs to be encouraged in pre-primary education to ensure children's education and wellbeing of children.

8. The findings of this study provide substantial proof for identifying children's loneliness, inattention and lack of interest during class. Hence, schools need to develop strategies that allow children to contact both classmates and teachers through online platforms.
9. To the best of the researcher's understanding, very few studies were conducted on how children respond to the online learning systems and if they are exhibiting any behavioral changes. However, researches with a larger sample size & diverse population group can be performed for further exploration on this topic.

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Appendix A

In-Depth Interview

Parents' perception regarding the effects of online classes on children's (3-5) behavior amid COVID-19

Research objectives:

1. To explore parents' understanding about the effects of online classes on children's behavior amid COVID-19.
2. To identify the challenges faced by children due to online classes amid COVID-19.

Research Questions:

1. What do parents think about the effects of online classes on children's behavior amid COVID-19?
2. What are the challenges faced by children due to online classes amid COVID-19?

IDI Questions:

Section A: Demographic Information

1. What is your age?
2. What is the last educational degree you have achieved?
3. What is your occupation?
4. How many children do you have?
5. How old are they?

Section B: Parents' perception on the effects of online classes on children's behavior amid COVID-19

- 1) What do you understand by the term Social Interaction?
 - a. How does your child interact with others (extended family members, siblings, neighbors, parents' friends)?
 - b. Why do you think social interaction is important for a child?
- 2) Do you think your child's usual behavior changed after lockdown?

If yes, what are the changes you have noticed so far?

According to you, what caused these behavioral changes?
- 3) Do you think COVID-19 lockdown is causing learning loss of children?
 - a. What is your opinion about online learning during COVID-19 lockdown?
 - b. How effective you think online learning is for children?
 - c. How can a parent support their children before, during and after online classes?
- 4) What do you think about the effects of online classes on children's behavior amid COVID-19?
- 5) Which method (Conventional or Online) of schooling would you prefer for children and why?

Section C: Practice

- 6) How many online classes does your child attend in a week?
- 7) How do you support your child before, during and after online classes?
- 8) How does your child feel about the online classes?
- 9) How does your child follow instructions during online classes?
- 10) In online classes, how eager are your child to participate?

- 11) Have you noticed any focus related issue of your child throughout the class? Please elaborate.
- 12) How much physically active your child is during online classes? Please share some examples.
- 13) Do you see your child is making new friends through online classes? Please share some examples.
- 14) Have you noticed any behavioral change in your child due to online learning? Please explain.
- a. Have you noticed any behavioral change of your child after class? Please share few examples.
 - b. How does your child interact with his teacher?
 - c. How does your child interact with his/her classmates in online classes?
 - d. Have you noticed any behavioral change of your child after class regarding the follow-up activities given by the teacher? Please share few examples.
 - e. How do you respond to these changes? Have you taken any special measures?

Section C: Challenge

- 15) What kind of challenge your child has been facing in these online classes?
- 16) How you are trying to mitigate this challenges?
- 17) Are there any other thoughts/concerns you would like to share with us? Please elaborate.

প্রশ্নমালা

1/ সামাজিক যোগাযোগ শব্দটি দ্বারা আপনি কি বোঝেন?

ক) আপনার সন্তান কিভাবে অন্যদের (পরিবারের অন্যান্য সদস্য, ভাই-বোন, প্রতিবেশী, পিতা-মাতার বন্ধু) সাথে যোগাযোগ করে?

খ) আপনি কেন মনে করেন সামাজিক যোগাযোগ একটি শিশুর জন্য গুরুত্বপূর্ণ?

2/ আপনি কি মনে করেন লকডাউন এরপর আপনার সন্তানের স্বাভাবিক আচরণ পরিবর্তিত হয়েছে?

ক) যদি হ্যাঁ, আপনি কি ধরনের পরিবর্তন লক্ষ্য করেছেন?

খ) আপনার মতে এই আচরণগত পরিবর্তনগুলোর কারণ কি?

3/ আপনি কি মনে করেন কোভিড -১৯ লকডাউন শিশুদের শিক্ষার ক্ষতি করেছে?

ক) কোভিড -১৯ লকডাউন চলাকালীন যে অনলাইন ক্লাস হচ্ছে সে সম্পর্কে আপনার মতামত কি?

খ) শিশুদের জন্য অনলাইন শিক্ষা কতটা কার্যকর বলে আপনি মনে করেন?

গ) একজন অভিভাবক কিভাবে অনলাইন ক্লাস এর আগে, ক্লাস চলাকালীন সময় এবং পরে তাদের সন্তানদের সাহায্য করতে পারেন?

4/ কোভিড -১৯ এর মধ্যে শিশুদের আচরণে অনলাইন ক্লাস এর প্রভাব সম্পর্কে আপনি কি ভাবেন?

5/ শিশুদের জন্য স্কুল করার কোন পদ্ধতি (প্রচলিত বা অনলাইন) আপনি পছন্দ করেন এবং কেন?

6/ আপনার সন্তান সপ্তাহে কয়টি অনলাইন ক্লাসে অংশগ্রহণ করে?

- 7/ অনলাইন ক্লাসের আগে, ক্লাস চলাকালীন এবং ক্লাসের পরে আপনি আপনার সন্তানকে কিভাবে সাহায্য করে থাকেন?
- 8/ আপনার সন্তান অনলাইনে ক্লাস সম্পর্কে কেমন অনুভব করে?
- 9/ অনলাইন ক্লাসের সময় আপনার সন্তান কিভাবে ক্লাসে নির্দেশাবলী অনুসরণ করে?
- 10/ আপনার সন্তান অনলাইন ক্লাসে অংশগ্রহণে কতটা আগ্রহী?
- 11/ আপনি কি ক্লাসের মধ্যে আপনার সন্তানের কোন ফোকাস সংক্রান্ত সমস্যা লক্ষ্য করেছেন? দয়া করে ব্যাখ্যা করুন।
- 12/ অনলাইন ক্লাসের সময় আপনার সন্তান কতটা শারীরিকভাবে সক্রিয়? দয়া করে কিছু উদাহরণ শেয়ার করুন।
- 13/ আপনি কি দেখেন আপনার সন্তান অনলাইন ক্লাসের মাধ্যমে নতুন বন্ধু তৈরি করছে? দয়া করে কিছু উদাহরণ দিন।
- 14/ অনলাইন শিক্ষার কারণে আপনার সন্তানের কোন আচরণগত পরিবর্তন লক্ষ্য করেছেন কি? দয়া করে ব্যাখ্যা করুন।
- ক) আপনি কি অনলাইন ক্লাসের পরে আপনার সন্তানের কোন আচরণগত পরিবর্তন লক্ষ্য করেছেন? দয়া করে কয়েকটি উদাহরণ শেয়ার করুন।
- খ) আপনার সন্তান তার শিক্ষকের সাথে কিভাবে ইন্টারেক্ট করে?
- গ) আপনার সন্তান কিভাবে অনলাইন ক্লাসে তার সহপাঠীদের সাথে ইন্টারেক্ট করে?
- ঘ) শিক্ষকের দেওয়া ফলো-আপ কার্যক্রম সম্পর্কে ক্লাসের পরে আপনার সন্তানের কোনো আচরণগত পরিবর্তন লক্ষ্য করেছেন? দয়া করে কয়েকটি উদাহরণ শেয়ার করুন।

ই) এই ক্ষেত্রে আপনি কিভাবে আপনার সন্তানকে সহযোগিতা করেন? আপনি কি এর জন্য কোন বিশেষ ব্যবস্থা গ্রহণ করেছেন?

15/ এই অনলাইন ক্লাস গুলোতে আপনার সন্তান কোন ধরনের চ্যালেঞ্জের সম্মুখীন হতে হয়েছে কি?

16/ আপনি কিভাবে এই চ্যালেঞ্জগুলো মোকাবেলা করার চেষ্টা করেছেন?

17/ আর কোন চিন্তা/উদ্যোগ আছে যা আপনি আমাদের সাথে শেয়ার করতে চান? দয়া করে ব্যাখ্যা করুন।

Appendix B

FGD Guideline

Parents' perception regarding the effects of online classes on children's (3-5) behavior amid COVID-19

Research objectives:

1. To explore parents' understanding about the effects of online classes on children's behavior amid COVID-19.
2. To identify the challenges faced by children due to online classes amid COVID-19.

Research Questions:

1. What do parents think about the effects of online classes on children's behavior amid COVID-19?
2. What are the challenges faced by children due to online classes amid COVID-19?

Questions:

1. What do you understand by the term Social Interaction? Why do you think it's important for children?
2. Do you think children's usual behavior changed after lockdown? According to you, what caused these behavioral changes? Explain your answer.
3. Do you think COVID-19 lockdown is causing learning loss of children? Please explain.

4. What is your opinion about online learning during COVID-19 lockdown? Do you think online learning is effective for children? Please explain your answer.
5. What do you think about the effects of online classes on children's behavior amid COVID-19? Please elaborate.
6. Which method (Conventional or Online) of schooling would you prefer for children and why?
7. Are children's all developmental domains (following instructions, holding concentration, physical fitness, and socialization) are addressed in online classes? Please explain.
8. Have you noticed any behavioral change in your child due to online learning? Please explain.
9. How do you respond to these changes? Have you taken any special measures?
10. What kind of challenge your child has been facing in these online classes? How you are trying to mitigate this challenges?
11. Are there any other thoughts/concerns you would like to share? Please elaborate.

প্রশ্নমালা

- 1/ সামাজিক যোগাযোগ শব্দটি দ্বারা আপনি কি বোঝেন? আপনি কেন মনে করেন সামাজিক যোগাযোগ একটি শিশুর জন্য গুরুত্বপূর্ণ?
- 2/ আপনি কি মনে করেন লকডাউনের পর বাচ্চাদের স্বাভাবিক আচরণ পরিবর্তিত হয়েছে? আপনার মতে এই আচরণগত পরিবর্তনগুলোর কারণ কি?
- 3/ আপনি কি মনে করেন কোভিড -১৯ লকডাউন শিশুদের শিক্ষার ক্ষতি করেছে? দয়া করে বিস্তারিত বলুন।
- 4/ কোভিড -১৯ লকডাউন চলাকালীন যে অনলাইন ক্লাস হচ্ছে সে সম্পর্কে আপনার

মতামত কি? এবং শিশুদের জন্য এই অনলাইন শিক্ষা কতটা কার্যকর বলে আপনি মনে করেন?

5/ কোভিড-১৯ এর মধ্যে শিশুদের আচরনে অনলাইন ক্লাস এর প্রভাব সম্পর্কে আপনি কি ভাবেন?

6/ শিশুদের জন্য স্কুল করার কোন পদ্ধতি (প্রচলিত বা অনলাইন) আপনি পছন্দ করেন এবং কেন?

7/ বাচ্চাদের সমস্ত উন্নয়নমূলক ডোমেন (নির্দেশাবলী মেনে চলা, মনোযোগ ধরে রাখা, শারীরিক সুস্থতা এবং সামাজিকীকরণ) কি অনলাইন ক্লাসে সম্বোধন করা হয়? দয়া করে ব্যাখ্যা করুন।

8/ অনলাইন শিক্ষার কারণে আপনার সন্তানের কোন আচরণগত পরিবর্তন লক্ষ্য করেছেন কি? দয়া করে ব্যাখ্যা করুন।

9/ এই ক্ষেত্রে আপনি কিভাবে আপনার সন্তানকে সহযোগিতা করেন? আপনি কি এর জন্য কোন বিশেষ ব্যবস্থা গ্রহণ করেছেন?

10/ এই অনলাইন ক্লাস গুলোতে আপনার সন্তান কোন ধরনের চ্যালেঞ্জের সম্মুখীন হতে হয়েছে কি? এবং আপনি কিভাবে এই চ্যালেঞ্জগুলো মোকাবেলা করার চেষ্টা করেছেন?

11/ আর কোন চিন্তা/উদ্যোগ আছে যা আপনি আমাদের সাথে শেয়ার করতে চান?
দয়া করে ব্যাখ্যা করুন।

Appendix C

Parents' consent form

Title of the Research

Parents' perception regarding the effects of online classes on children's (3-5) behavior amid COVID-19

Purpose of the research

As a part of my degree requirements from the Institute of Educational Development - BRAC University, I am doing this study to explore parents' perception regarding online classes on children's (3 -5) behavior amid COVID-19.

Risks and benefits

This voluntary participation does not carry any risk. The benefit of this study is, this exploration will uncover critical areas in the children's behavioral change due to the effect of online classes. When the challenges are known, intervention can be planned easily.

Privacy, anonymity and confidentiality

You will be well informed about the study and your details will remain strictly confidential. You can contact me anytime if you have any queries about the study.

Future use of information

Details collected from this study will be stored for future use. But that will not violate the privacy, anonymity and confidentiality of the information.

Right to withdraw

Your participation in this study is voluntary. You can withdraw any time you want.

If you agree to volunteer in my study, please indicate that by putting your signature in the specified space below.

Thank you for your cooperation.

Signature of Investigator

Date:

Signature of Participant

Date: