

36-72-MONTH-OLD CHILDREN MOTHERS' VIEWS ABOUT COVID-19 PANDEMIC

Hilal İlknur Tunçeli

Early Childhood Education Department, Faculty of Education, Sakarya University, Sakarya,
TURKEY

hiltun@gmail.com

Received: 15 October 2021; **Accepted:** 08 April 2022; **Published:** 14 April 2022

To cite this article (APA): Tunçeli, H. İlknur. (2022). 36-72-month-old children mothers' views about COVID-19 Pandemic. *Southeast Asia Early Childhood Journal, 11(1)*, 145-158.
<https://doi.org/10.37134/saecj.vol11.1.9.2022>

To link to this article: <https://doi.org/10.37134/saecj.vol11.1.9.2022>

ABSTRACT

This study investigates mothers' views about the Covid-19 pandemic and how they affect these things and their feelings. The study group includes 58 mothers who have 36-72 months old children. The phenomenological method used in qualitative methods was used in the study, and data were collected by semi-structured interview method. The study data were collected from mothers using the ZOOM online meeting program in the 2020-2021 fall semester. The interview form includes the personal information part and questions to investigate parents' views and feelings about the covid-19 pandemic—the data of the study analyzed by using the MAXQDA software. According to the findings, mothers' views on the COVID-19 pandemic process focus on order change and anxiety-fear. Many mothers stated that they were negatively affected by the pandemic process due to uncertainty and anxiety about losing their loved ones. It would be useful to consider mothers' thoughts and feelings about the pandemic process from different dimensions, affecting children's perspectives on the process.

Keywords: early childhood, mother, covid-19, pandemic

INTRODUCTION

A new type of coronavirus called COVID-19 in January 2020 was detected at the end of December in a group of patients with symptoms similar to respiratory tract disease in Wuhan city of China and has been announced to the world by World Health Organization (WHO). It was announced as a "pandemic" by WHO on March 11, 2020, due to the cases encountered in 18 countries worldwide a short time after it had been detected, and the first coronavirus case was announced in Turkey date. Following this announcement, education ceased for a week, and then distance education started. Important decisions were taken concerning the work-life besides the regulations about education. First, rotational, flexible and remote working was permitted in the state institutions and organizations, then regulations were carried out by shifting to a similar work order in many private institutions and organizations. Many families shifted to a new life condition with their children and started to live the pandemic period against the successive and fast-growing arrangements. Family members have to cope with different conditions and feelings concerning adaptation to new life conditions and have to know what coronavirus is and how to protect against it (İnci Kuzu, 2021; Ministry of Health, 2020; Ministry of National Education, 2020; World Health Organization, 2021).

Bronfenbrenner's theory of ecological development is a helpful lens for understanding the evolving changes in families and their activities during the pandemic. The theory postulates five distinct levels of environmental influence on child development: microsystem, mesosystem, exosystem, macrosystem, and chronosystem (Bronfenbrenner, 1994). Since the first day of COVID-19 pandemic, children's development has been impacted seriously at all level of ecological system and young children became particularly vulnerable to the influences of COVID-19-related changes. However, strong parent-child relationships within the microsystem and developmentally enriching activities have been shown to protect against these negative effects (McDonald et al., 2016).

Effects of COVID-19 Pandemic on Families

The perceptions of the families concerning COVID-19 relate to the stress level of parenting. In the studies conducted for the pandemic period, the factors such as unpredictability, uncertainty, disease severity, insufficient information, and social isolation lead to a tendency to stress and mental disturbances. Difficulties experiences of the families in psychological, physiological and economic dimensions show themselves as stress, anxiety, depression, fear, loneliness, rage and isolation (Chung et al., 2020; Jiao et al., 2020; Kurt Demirbaş & Sevgili Koçak, 2020; Weaver & Swank, 2021).

The remote and flexible working model applied during the pandemic period, and the increase in the roles and responsibilities of the parents who had to spend time at home due to restrictions caused differences in routines. New and dense responsibilities such as being an active partner of the education process for their children, allocating more time for child care based on the decrease or end of the support taken from outside in matters such as child care and house care by shifting to the distance education, taking necessary precautions in terms of catching illness and protection of health and fulfilling the responsibilities as an employee besides all of these caused the families to have difficulty and even to the feeling of burnout. Furthermore, reasons such as unemployment, decrease in income and increase in expenditures trigger fear and stress over parents (Brooks et al., 2020; Griffith, 2020; Luttik et al., 2020; Prime et al., 2020; Rieger et al., 2020; Shigemura et al., 2020; Sorkkila & Aunola, 2020; Wang et al., 2020).

The low level of the skills of parents to cope with the pandemic is related to the parenting stress and the behavior problems of children. Furthermore, it was revealed that financial instabilities increased parenting stress and domestic violence risk level. Parents play a significant role in the feeling regulation skills of children. Parents' mental health has critical importance in keeping children healthy and making the family functions work correctly in hard times. The attitude and behavior of the parent become essential as the attitude of a child against uncertainty and obscurity in such complex processes will be similar to the attitude of the parent. Parents who succeed in controlling the feelings live the pandemic period in a more relaxed and controlled way for themselves and their children and become more ready for sudden circumstances (Calvano et al., 2021; Prime et al., 2020).

According to Ecological Systems Theory, people develop based on mutual interactions with ecosystems, and those systems include micro, meso, exo, macro and chronosystem. Microsystem includes the daily interactions between a child and family, mesosystem includes the interaction between two microsystems (such as family-child and school-child), exosystem includes frames with an indirect effect on the development of human beings (such as the

working status of the family), and macrosystem includes social and cultural values in the development of the human being. Finally, the chronosystem defines the sociohistorical conditions in which the chronosystem occurs (Bronfenbrenner, 1979, 1994).

As the development of human beings occurs through interactive systems, everything occurring in this period affects the child-family relationship. The daily lives of children and families have been directly affected as the precautions were taken at the exo and macrosystem levels due to COVID-19. Furthermore, many families with children at school age had to balance between their jobs and their children's education. The roles in the father-child and mother-child relationship may be different in this balancing process. Although the share of a father in childcare responsibilities and the duration of spending time together increases, a mother spends more time in child care and is consorting. At this stage, as mothers had to cut their working time causes them to leave their jobs and experience high psychological stress (Parke & Crookston, 2019; Zamarro & Prados, 2021).

The increasing duties and responsibilities of mothers in the COVID-19 pandemic, which may be defined as hard times worldwide, impact their moods and therefore, their behavior, attitude and opinions concerning the period are formed. It becomes more important to get mothers' opinions as to how the mother perceives and manages the process will impact how the child evaluates and lives this process (Wagner, 2020). From this point of view, the purpose of this research is to examine the views of mothers with 36-72 months on the COVID-19 pandemic period. Answers for the following questions are sought for this purpose:

1. What is the state of mothers catching COVID-19?
2. What are the opinions of mothers on the COVID-19 pandemic?
3. What are the strongest feelings of the mother concerning the COVID-19 pandemic period?
4. What are the opinions of mothers on face-to-face/remote pre-school education?

METHODOLOGY

Research Design

This research is designed as phenomenology among qualitative research patterns. Phenomenology pattern focuses on phenomena we are aware of but do not have deep and detailed insight. Phenomena may appear before us in various forms such as happenings, experiences, perceptions, tendencies, concepts and circumstances (Yıldırım & Şimşek, 2005). Personal experiences form the basis of the phenomenological approach. The researcher is into the participant's personal (individual) experiences, perceptions of an individual, and the meanings that he/she attributes to an occurrence.

Participants

The study was conducted on 60 mothers with 36-72 months old children in different parts of Turkey in the 2020-2021 school year. The interview was preferred as a data collection method in the research. According to Patton (2002), the interview is the best data collection method for revealing participants' thoughts, feelings, and perceptions.

Instruments and Procedure

A semi-structured interview form, which is prepared by the researcher and finalized by getting the opinions of two experts in the field, was used, and interviews were conducted remotely via ZOOM. The interview form, which was prepared to review the feelings and opinions of mothers concerning the COVID-19 period, has five open-ended questions. The consent of each mother was obtained to record the interviews; the interviews took 40 minutes on average, and then the data were decoded and transcribed by the researcher.

Data Analysis

MAXQDA 2020 software was used to analyze data, and the data obtained by interviewing were subjected to content analysis. The main purpose of the content analysis is to reach notions and relations which may explain the data collected (Çepni, 2012). Creswell (2013) addressed the analysis process of qualitative data in six steps. These steps are preparing and organizing data for analysis, reading and examining the whole data, starting the coding of data, coding the data (revealing the themes and describing the same), deciding how to present themes or descriptions, and interpreting themes and descriptions.

As two of the data obtained in preparing and organizing data for analysis contain imperfect information, they were not included in the study and the study was conducted by reviewing the forms of 58 mothers. An academic studying in early childhood and the researcher reviewed the similarities/differences and created the themes in the process of reading and coding the data. The reliability formula that was suggested by Miles and Huberman (1994) was used for the reliability calculation of the research. $\text{Reliability} = \frac{\text{Consensus}}{\text{Consensus} + \text{Dissensus}}$ The reliability of the research was calculated as 90% as a result of the calculation. The calculation of reliability over 70% is accepted as reliable for the research.

RESULTS

Findings on each of the interview questions are presented in this section. The majority of mothers (77%) participating in the research expressed that they did not catch COVID-19 in the pandemic period.

The Opinions of Mothers on the COVID-19 Pandemic Period

The themes, frequencies, and percentages formed for the opinions of the mothers participating in the study on the COVID-19 pandemic period are presented in Table 1.

Table 1

Opinions of mothers on COVID-19 pandemic period.

Themes	f	%
Anxiety-Fear	16	23.5
Change in the order of life	16	23.5
Change in the order of children	12	17.8

The requirement of obeying the rules	10	14.9
An increase in the time spent with family	4	5.8
Economical problems	4	5.8
Inactive life	4	5.8
Disbelief in COVID-19	2	2.9
Total	68	100

Upon reviewing Table 1, it can be seen that the themes of anxiety-fear and change in the order of life are at the first row in the opinions of mothers participating in the study on the COVID-19 pandemic. Exemplary expressions of these themes are stated below.

Anxiety-Fear

G14: We are constantly afraid of catching the illness because a person in our block died due to the illness. Another neighbour of ours is still ill. Almost all of the next block has got COVID-19. One of the residents is currently under intensive care. It is so tough and fearful. We do not go out with children if it is not a must, but we are fearful when we are out; we hurry to finish what we do outside.

G34: COVID-19 is a pandemic disease for us; it frightens us, so we are very anxious and fearful. We cannot go out. We cannot go out anywhere. Fear is the sole thing occurring to us when we think about COVID-19.

Change in The Order of Life

G9: While we were going to the market or visiting our neighbours and relatives very easily, we were told that those activities were limited, like a knife cut and that we should stop those activities, so of course, we are affected.

G23: We were used to having fun outside as a family. We loved to spend time outside, but we cannot go out or spend time sharing things with those we love anymore. We are restricted from everything; I can say it affected us a bit negatively.

Change in The Order of Children

G26: We are in a very tough time in every aspect. Children have not been educated for a year. They use Zoom, but its effectiveness is open to debate. Because children are always at home and people feel suffocated psychologically. Especially children are little, EBA opens in the morning once, and in the evening, children cannot get up or go to sleep easily, so I wish we get over this period and we rest; we are in a very tough period.

The Requirement of Obeying the Rules

G35: I wish everyone implements and obeys the decisions taken and the precautions; I wish the pandemic is over right away, and I wish people care hygiene.

An increase in the time spent with family

G54: Due to my working conditions, my child missed me so much. Every morning s/he asked me not to go to work; however, we do not have such a case anymore. We spend time intensely.

Economical Problems

G1: We had to transfer our shop.

Inactive life

G1: of course, we are confined to home. We are away from parks and streets. We are inactive and gained weight.

Disbelief in COVID-19

G12: I think COVID-19 is a man-made disease. I think someone did it.

The views of mothers participating in the study over how they are affected by the COVID-19 pandemic period are reviewed under two main themes, and exemplary expressions are stated below.

Positive

G4: Let's talk about the gaining of the pandemic period. Let's say what we lived in the pandemic period. Let's think about the quarantine period; we, including my family and me, are domestic people. We love home very much. I can say that our social life is limited. Therefore we were not bored staying at home. I think people complain about it so much. I can say that staying at home was good for us as maybe we are aware of the responsibility of this situation. We had already been at home, so this was not a change.

G10: As I said, we had the opportunity to discover our hobbies, to listen to ourselves, getting over problematic situations is a bit about the self-power and self-energy of a person, I can, I mean we can say we did it anyhow.

G54: I can say that a handicap of working for years is missing home. I was not badly affected personally in that sense. The home is always in an uproar and merry as children are at home; I do not know how days pass.

Negative

G5: We miss visiting our relatives. We cannot go to funerals or weddings. We are deprived of many things. The carelessness of people causes this situation.

G6: We are affected psychologically but not materially or morally. Both children and we are affected psychologically.

G39: We are generally affected negatively by the pandemic period. We started to feel like we were imprisoned. My children and I gained weight and started to have eating disorders. The habit of eating junk food and technology addiction has started. I had much difficulty in trying to keep my daughter away from technological devices. She has started to be addicted to computers even though she had no idea how to use them. The sleeping pattern of my daughter has been disturbed. We are trying to do activities at home as much as possible.

The Strongest Feelings of The Mother Concerning The COVID-19 Pandemic Period

The findings on the feelings that were felt densely by the mothers participating in the study of the COVID-19 pandemic period are presented in Figure 1. It is seen that the most frequent feeling is anxiety and the least felt emotion is happiness upon reviewing the figure.



Figure 1. The strongest feelings of mother concerning COVID-19 pandemic period.

The exemplary statements of the strongest feelings of mothers in the COVID-19 pandemic period presented in Figure 1 are stated below.

Anxious

G2: Fear is the strongest. We try to pretend that we do not feel it before children. However, sudden deaths of both young and elders with no disease caused fear in humans, God forbid, we had the fear unavoidably causing us to think that we might be ill and that if anything happened to me, I would leave my children or if anything happened to my spouse or one of the children I would be devastated.

G26: My strongest feeling was that I could not hug my child when s/he cried. I could not establish intimacy with my child Due to the risk of his/her being infected and that she/he might be Covid-19 as she/he is little. I cannot touch my child, I cannot lie with her/his, I cannot sleep together, we cannot eat at the same table, I cannot play any game as s/he might be spreader, so it is a tough period.

G37: The strongest feeling I had in the pandemic period was the fear of infecting others rather than being ill.

G43: I had a fear of losing my family elders and my beloved ones. I started to get used to uncertainties in time.

Missing

G5: I missed giving lectures to my students in a crowded setting.

G25: The strongest feeling I had was longing for my family when we stayed at home for 15 days. It is a grace to breathe without mask and restriction of freedom.

G59: The strongest feeling I had is longing. I miss everyone so much right now. Because I cannot see anyone. We do not see anyone due to my occupation and not to cause any threat to my mom and my child as we live in the same house. Longing is the strongest emotion I feel now rather than other feelings.

Sad

G10: I can say that I felt sad frequently.

G55: The first is anxiety, the second is sadness. Namely, I felt anxious that my relatives might be affected and get infected, or I might be personally ill due to the spread of the virus. The strongest feelings are anxiety and sadness—the deep sorrow of losing a relative.

Tired

G9: The feeling of being tired and burned out, the difficulty of always staying at home, preparing my lessons and activities for my children and preparing their breakfasts and meals, caring for my baby without going out and joining a social environment

G10: It was the absence of energy of staying at home.

Angry

G42: The strongest feeling I had was rage and hopelessness. We had a free life before; restrictions made us very tense.

Happy

G40: being together with my spouse for a long time was pleasing. It was good that s/he cared for my child and me more.

The Opinions of Mothers on Face-To-Face/Remote Pre-School Education

When Figure 2 and mothers' opinions on the method of implementing the pre-school education in COVID-19 pandemic period are reviewed, it can be seen that the majority of mothers'

opinions are towards face-to-face education. Exemplary expressions of these opinions are stated below.

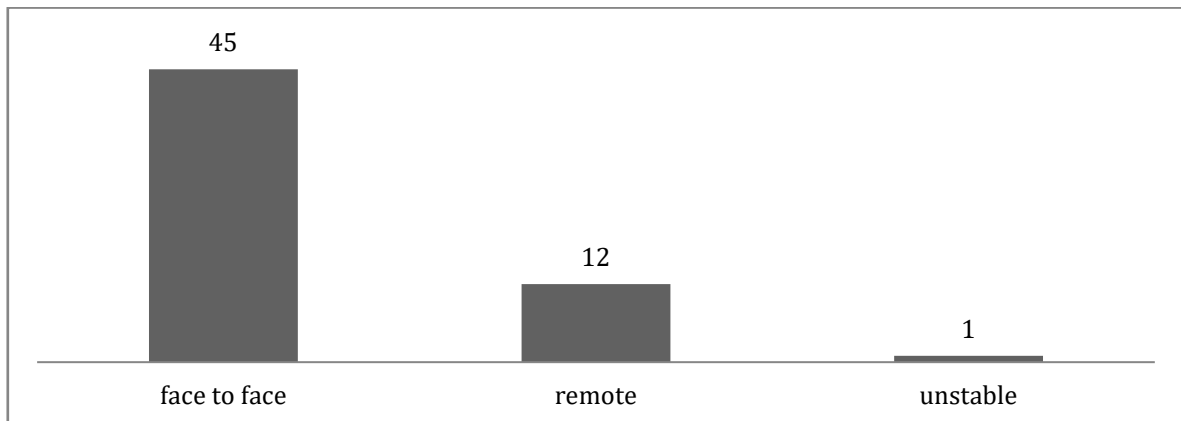


Figure 2. Mothers' views on the method of implementing pre-school education.

Face-to-face

G2: It should be face-to-face. Although we try to do our best to teach children whatever we know as parents, we cannot be able to teach them as a teacher would do as we do not know the system of education as a teacher does in every stage of the school, including kindergarten, we cannot have the authority over children at home unlike a teacher does no matter how aware parents we are. Therefore, children should be educated face-to-face; children continue to do what they see and perceive in kindergartens, so the education should be definitely face-to-face.

G9: I think pre-school education should be definitely face-to-face. As I also teach pre-school children, I am aware, and I know that we cannot reach every child through distance education in this period because such like our home, there may be families with three siblings, four siblings, two siblings sharing a smartphone, a tablet or no PC or no internet based on their material and moral opportunities, children did not reach education under equal conditions in this period.

G37: We can educate our other primary school-age children, even my child attend the first class through social media by the computer, but I don't think pre-school children are not at a level to sit by the computer and to listen to their teachers before the screen, therefore I think there should be face-to-face education under the strictest measures, and both children and families should not suffer from this matter.

G55: Pre-school education should not be remote but should be face-to-face; I think the primary need of pre-school children is socialization. Their primary need is playing games and being in touch with their age group rather than being educated.

Remote

G7: The education should be definitely face-to-face in normal period, my child feels herself more belonged to the environment and her friends when she sees them physically, I think video chat is not so satisfying, we also Facetime with our families and beloved ones but I think nothing is more satisfying than seeing a friend physically for my daughter. However, I think distance education in the Covid period will be beneficial, my daughter was at the age for being educated at kindergarten or nursery, but I thought the course was not good; namely, the number of infected persons was high, and she was little, and she would not protect herself, so I did not enrol her to school this year and schools closed a short time after.

G27: It would be better if the education was face-to-face; however, under these circumstances, the education should be remote because we do not know who is ill, and we do not know if our child would be infected or not when s/he goes to school.

G34: I think it should be remote in the pandemic period. The disease is so contagious.

Undecided

G24: I am undecided in that sometimes I think it should be face-to-face because people wander outside than children should go to school. And sometimes I think that education should be remote, I am undecided on that, children are at live class from morning to evening, they do their homework, and they do the works later which they should do at school, I wish them to go to school as they are busy however then I think that they should stay at home when I think about the disease, I do not have a certain answer.

DISCUSSION AND IMPLICATIONS

The research results aiming to determine the views of the mothers with 36-72-month-old children over the COVID-19 pandemic period are discussed in this section. The majority of the participating mothers (77%) stated that they or their close family members did not catch COVID-19. There may be a difference between the feelings and thoughts of the individuals who caught the illness and those who did not catch the illness concerning the pandemic period (Güler & Cicioğlu, 2021).

Upon reviewing the opinions of mothers participating in the study concerning the pandemic period, it is seen that views about the fact that they feel anxiety and fear are present. Besides these feelings, it was determined that changes in both their lives and the orders of their children came into prominence in their views of the period. The uncertainty and obscurity concerning the pandemic period cause the individuals to feel fear and anxiety. Anxiety might be triggered by the fear they feel concerning their health and the health of their beloved ones and the increase in domestic responsibilities. An increase in children's anxiety and stress levels may be expected in cases where the mothers cannot manage this fear and anxiety in the right way. It can be said that the ability of mother and father to keep calm and manage their feelings

as parents as much as possible against unexpected developments and in hard times is important for the emotional state of the child. Besides these feelings, change in various dimensions such as shifting to remote work and education, the fact that family members are together more, the increase in the duties and responsibilities of the parents at home might have an impact on the formation of mothers' opinions (Kurt Demirbaş & Sevgili Koçak, 2020; Saurabh & Ranjan, 2020).

Upon reviewing the findings concerning the effects of the pandemic period on mothers, it was found that the majority told that they were affected negatively (73%), and this negativity was found to be based on economic problems, feeling of being restricted and be fear/anxiety-oriented. Individuals and families have a hard time due to the interruption of life worldwide, shifting to remote or flexible work order and worse, because many people lost their job in this period. The economic change and the stress due to this change are reflected negatively in the home environment (Griffith, 2020; Liu et al., 2021; Luttik, 2020; Patrick et al., 2020). It was seen that families are stating that they were affected positively emphasized that they had more time to spend with their families. Although the restrictions in the pandemic period increased the duties and responsibilities within the house, this period turned to a positive gain for some families as the same led to their spending more time (Bentenuto et al., 2021; Brooks et al., 2020).

When the mothers are asked their strongest feelings concerning the pandemic, it was seen that fear/anxiety was at the first row, followed by the feeling of longing due to being remote to the beloved ones, and the feeling of sadness and exhaust emerged when the COVID-19 period gets longer and severe. The pandemic period affected the whole of humanity in a physical, emotional, social and economic sense. From an emotional point of view, it can be said that the emotions of individuals are formed over the topics of uncertainty/obscurity, the fear of getting sick and losing beloved ones, the tension caused by the changing living conditions. As the obscurity concerning COVID-19 decreases, it can be said that the negative feelings of mothers may decrease upon taking measures such as vaccination after the course of the illness is taken under control (Bentenuto et al., 2021; Brooks et al., 2020; Calvano et al., 2021; Restubog et al., 2020).

Upon receiving the opinion of mothers concerning how the pre-school education should be during the pandemic period, it was seen that the majority emphasized that the education should be face-to-face (77.6%), and an undeniable ratio of mothers (20.7%) emphasized that it should be remote. The mothers stating that the education should be face-to-face argued that the attention spans of pre-school children are short, that they have difficulty meeting the education needs, that there are inequalities in reaching the education and the socio-emotional needs of the children were not satisfied. According to Dong et al. (2020), it was found that the families had negative views against distance education. On the other side, it was stated that the children had difficulty in performing their educational duties without the support of their families and the families expected to have more support from the school (Lau & Lee 2020; Stites et al., 2021). Despite such opinions, some mothers think that the pre-school education must be distant stated that they had the fear that their children might get ill or spread illness in their house.

CONCLUSION

As a result, it was seen that anxiety formed the basis for the feelings and thoughts of mothers during the pre-school period concerning COVID-19. In such hard times in which the children

have difficulty interpreting, it is considered that the attitude and the form of management of the families against the period gain importance and family has a key role for the child to get over the period with minimum damage. Maintaining family routines is protective for child developmental outcomes, even in contexts with elevated risk. Mothers should be able to take their anxieties and feelings under control and should be able to adapt to the fast change occurring as per their roles. The mothers' success to get over the period may be possible upon the support of other social support mechanisms, particularly fathers. Early research on the effects of COVID-19 has shown that mothers and young children have experienced a hard times in mental health since the onset of the pandemic, with at-risk families being disproportionately affected (Brown et al., 2020; Gassman-Pines et al., 2020; Prime et al, 2020; Sancili & Tuğluk, 2021). Family support processes that focus on helping families reconstruct positive relations, effectively control conflicts and use effective discipline practices, parental mental health, parenting stress, family demographic factors, and childcare needs are expected to be effective strategies for minimizing risk from the COVID-19 pandemic on children's problems (Fosco et al., 2022; Sarudin, 2020; Stienwandt et al., 2022).

For further studies, a similar study may be conducted with fathers. Families should be supported psychologically for the fear and anxiety triggered due to uncertainty and unpredictability in hard times such as pandemics. Families should be informed on how to support their children during distance education in educational and socio-emotional ways. Furthermore, both parents and children should be supported in emotion regulation skills and reinforced for their skills to get over hard times.

ACKNOWLEDGEMENT

This study has been presented as an oral paper in the International Congress of Pedagogical Research held online between 15-16 May 2021.

REFERENCES

- Bentenuto, A., Mazzoni, N., Giannotti, M., Venuti, P., & de Falco, S. (2021). Psychological impact of Covid-19 pandemic in Italian families of children with neurodevelopmental disorders. *Research in Developmental Disabilities*, 109. <https://doi.org/10.1016/j.ridd.2020.103840>.
- Bronfenbrenner, U. (1994). Ecological models of human development. In T. Husen & T. N. Pstelthwaite (Eds.), *International Encyclopedia of Education* (2nd ed., pp. 1643–1647). Elsevier Sciences.
- Bronfenbrenner, U. (1979). *The ecology of human development*. Harvard University Press.
- Brooks, S. K., Webster, R. K., Smith, L. E., Woodland, L., Wessely, S., Greenberg, & Rubin, G. J. (2020). The psychological impact of quarantine and how to reduce it: Rapid review of the evidence. *The Lancet* 395 (10227), 912–920. [https://doi.org/10.1016/S0140-6736\(20\)30460-8](https://doi.org/10.1016/S0140-6736(20)30460-8).
- Brown, S. M., Doom, J. R., Lechuga-Peña, S., Watamura, S. E., & Koppels, T. (2020). Stress and parenting during the global COVID-19 pandemic. *Child Abuse & Neglect*, 110, 104699.
- Calvano, C., Engelke, L., Di Bella, J. (2021). Families in the COVID-19 pandemic: Parental stress, parent mental health and the occurrence of adverse childhood experiences—results of a representative survey in Germany. *European Child & Adolescent Psychiatry*, 22, 1-4. <https://doi.org/10.1007/s00787-021-01739-0>.
- Chung, G., Chan, X., Lanier, P., & Ju, P. W. Y. (2020). Associations between work-family balance, parenting stress, and marital conflicts during COVID-19 pandemic in Singapore. OSF Preprints. <https://doi.org/10.31219/osf.io/nz9s8>.
- Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.
- Çepni, S. (2012). *Araştırma ve proje çalışmalarına giriş. [Introduction to research and project studies]*. (6th ed). Celepler Matbaacılık.

- Dong, C., Cao, S., & Li, H. (2020). Young children's online learning during COVID-19 pandemic: Chinese parents' beliefs and attitudes. *Children and Youth Services Review*, 118. <https://doi.org/10.1016/j.childyouth>.
- Fosco, G. M., Sloan, C. J., Fang, S., & Feinberg, M. E. (2022). Family vulnerability and disruption during the COVID-19 pandemic: Prospective pathways to child maladjustment. *Journal of Child Psychology and Psychiatry*, 63(1), 47-57.
- Gassman-Pines, A., Ananat, E. O., & Fitz-Henley, J. (2020). COVID-19 and parent-child psychological well-being. *Pediatrics*, 146(4).
- Griffith, A. K. (2020). Parental burnout and child maltreatment during the COVID-19 pandemic. *Journal of Family Violence*, 1-7. <https://doi.org/10.1007/s10896-020-00172-2>.
- Güler, H., & Cicioğlu, H. İ. (2021). Investigation of individual anxiety levels of sedentary and athletes in the novel coronavirus. *Journal of Human Sciences*, 18(1): 67-75. <https://doi.org/10.14687/jhs.v18i1.6135>.
- İnci Kuzu, Ç. (2021). Basic problem-solving-positioning skills of students starting first grade in primary school during the COVID-19 Pandemic. *Southeast Asia Early Childhood Journal*, 10(2), 84-103. <https://doi.org/10.37134/saecj.vol10.2.6.2021>
- Jiao WY, Wang LN, Liu J, Feng Fang, S., Jiao, F.Y., Pettoello-Montovani, M. & Somekh, E. (2020) Behavioral and emotional disorders in children during the covid-19 epidemic. *The Journal of Pediatrics*, 221, 264–266. <https://doi.org/10.1016/j.jpeds.2020.03.013>
- Kurt Demirbaş, N., & Sevgili Koçak, S. (2020). 2-6 yaş arasında çocuğu olan ebeveynlerin bakış açısıyla COVID-19 salgın sürecinin değerlendirilmesi. [Evaluation of the covid-19 pandemic period from the perspective of parents with children between the ages of 2-6]. *Eurasian Journal of Researches in Social and Economics (EJRSE)*, 7(6), 328-349. <https://dergipark.org.tr/tr/pub/asead/issue/55211/750920>.
- Lau, E. Y. H., & Lee, K. (2020). Parents' views on young children's distance learning and screen time during COVID-19 class suspension in Hong Kong. *Early Education and Development*, 1–18. <https://doi.org/10.1080/10409289.2020.1843925>.
- Liu, Y., Yue, S., Hu, X., Wu, Z., Wang, J. & Wu, Y. (2021). Associations between feelings/behaviors during COVID-19 pandemic lockdown and depression/anxiety after lockdown in a sample of Chinese children and adolescents. *Journal of Affective Disorders*, 284, 98-103. <https://doi.org/10.1016/j.jad.2021.02.001>.
- McDonald, S., Kehler, H., Bayrampour, H., Fraser-Lee, N., & Tough, S. (2016). Risk and protective factors in early child development: Results from the All Our Babies (AOB) pregnancy cohort. *Research in Developmental Disabilities*, 58, 20–30. <https://doi.org/10.1016/j.ridd.2016.08.010>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded Sourcebook*. (2nd ed). Sage Publications.
- Ministry of Health. (2020). <https://covid19.saglik.gov.tr/EN-69532/general-coronavirus-table.html>.
- Ministry of National Education (2020). *Minister Selçuk announced measures taken in the field of education against coronavirus*. <https://www.meb.gov.tr/bakan-selcuk-koronaviruse-karsi-egitimalaninda-alinan-tedbirleri-acikladi/haber/20497/tr>.
- Luttik, M. L. A., Mahrer-Imhof, R., Garcia-Vivar, C., Brødsgaard, A., Dieperink, K. B., Imhof, L., Østergaard, B., Svavarsdottir, E. K., & Konradsen, H. (2020). The COVID-19 pandemic: A family affair. *Journal of Family Nursing*, 26(2): 87-89. <https://doi.org/10.1177/1074840720920883>.
- Parke, R. D., & Crookston, J. T. (2019). Fathers and families. In M. H. Bornstein (Ed.), *Handbook of parenting: Being and becoming a parent*, 3, 64–136. Routledge.
- Patrick, S. W., Henkhaus, L. E., Zickafoose, J. S., Lovell, K., Halvorson, A., Loch, S., Letterie, M., & Davis, M. M. (2020). Well-being of parents and children during the COVID-19 pandemic: A national survey. *Pediatrics*. <https://doi.org/10.1542/peds.2020-016824>. <https://doi.org/10.1542/peds.2020-016824>
- Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd Ed.)*. Sage Publications, Inc.
- Prime, H., Wade, M., & Browne, D. T. (2020). Risk and resilience in family well-being during the COVID-19 pandemic. *American Psychologist*, 75(5), 631-643. <http://dx.doi.org/10.1037/amp0000660>.
- Restubog, S., Ocampo, A., & Wang, L. (2020). Taking control amidst the chaos: Emotion regulation during the COVID-19 pandemic. *Journal of Vocational Behavior*, 119. <https://doi.org/10.1016/j.jvb.2020.103440>.
- Saurabh, K., & Ranjan, S. (2020). Compliance and psychological impact of quarantine in children and adolescents due to Covid-19 Pandemic. *Indian Journal of Pediatrics*, 87(7), 532–536. <https://doi.org/10.1007/s12098-020-03347-3>
- Sancili, S., & Tugluk, M. N. (2021). Investigation of the problem behaviors emerging in children during the COVID-19 pandemic in Turkey. *Southeast Asia Early Childhood Journal*, 10(1), 101-116. <https://doi.org/10.37134/saecj.vol10.1.9.2021>
- Sarudin, A. (2020). Ulasan buku: “Engkaulah adiwiraku: Bagaimana kanak-kanak boleh melawan COVID-19!”. *Jurnal Pendidikan Awal Kanak-Kanak Kebangsaan*, 9(1), 48-57. <https://doi.org/10.37134/jpak.vol9.1.5.2020>

- Shigemura, J., Ursano, R. J., Morganstein, J. C., Kurosawa, M., & Benedek, D. M. (2020). Public responses to the novel 2019 coronavirus (2019-nCoV) in Japan: Mental health consequences and target populations. *Psychiatry and Clinical Neurosciences*, 74(4), 281–282. <https://doi.org/10.1111/pcn.12988>.
- Sorkkila, M., & Aunola, K. (2020). Risk factors for parental burnout among Finnish parents: The role of socially prescribed perfectionism. *Journal of Child and Family Studies*, 29(3), 648-659. <https://doi.org/10.1007/s10826-019-01607-1>
- Stienwandt, S., Cameron, E. E., Soderstrom, M., Casar, M., Le, C., & Roos, L. E. (2022). Family factors associated with hands-on play and screen time during the covid-19 pandemic. In *Child & youth care forum* (pp. 1-25). Springer US.
- Stites, M. L., Sonneschein, S., & Galczyk, S. H. (2021). Preschool parents' views of distance learning during COVID-19. *Early Education and Development*. <https://doi.org/10.1080/10409289.2021.1930936>.
- Wagner, K. D. (2020). Addressing the experience of children and adolescents during the covid19 pandemic. *J Clin Psychiatry*, 81(3). <http://dx.doi.org/10.4088/JCP.20ed13394>
- Wang, C., Pan, R., Wan, X., Tan, Y., Xu, L., Ho, C. S., & Ho, R. C. (2020). Immediate psychological responses and associated factors during the initial stage of the 2019 coronavirus disease (COVID-19) epidemic among the general population in China. *International Journal of Environmental Research and Public Health*, 17(5), 1729. <https://doi.org/10.3390/ijerph17051729>
- Weaver, J. L., & Swank, J. M. (2021). Parents' lived experiences with the COVID-19 pandemic. *The Family Journal*, 29(2), 136-142. <http://dx.doi.org/10.3390/ijerph17051729>
- World Health Organization. (2021). *Coronavirus disease (COVID-19) pandemic*. <https://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-covid-19/novel-coronavirus-2019-ncov>.
- Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri. [Qualitative research techniques in social sciences]*. Seçkin Yayıncılık.
- Zamarro, G., & Prados, M. J. (2021). Gender differences in couples' division of childcare, work and mental health during COVID-19. *Review of Economics of the Household*, 19(1), 11–40. <https://doi.org/10.1007/s11150-020-09534-7>