

## **Managing Early Years Children at Home: An Investigation into Parental Practices Amidst COVID-19**

Batool Ishaque\*  
Malahat F. Siddiqui\*\*  
Sajid Masood\*\*\*

### **Abstract**

The lethal COVID-19 has drastically influenced normal life, not of people but of nations across the globe. To curb the spread of the novel virus, global restrictions subjected to the closures of workplaces, shops, malls, and schools had confined people to their houses. While parents, dealt with pressures of financial insecurities, reduced social support, increased work hours owing to online working, and carrying on with the household, thereby emulating teachers to ensure effective online learning had been a real struggle. This study, therefore, aims at understanding the factors, affecting parenting amidst and post COVID-19. The purposeful sample yielded 8 participants comprised of 5 mothers and 3 fathers; who necessarily have one or more children under the age of 6. All participants were conveniently approached through social media. However, to ensure inclusivity, an uneducated mother belonging to the lower middle class was personally approached for participation in the study. Thematic analysis was conducted to deduce meanings from the data gathered through interviews. Interestingly, the findings revealed both genders have been differently affected by the factors. The experience was more stressful for mothers as compared to fathers.

**Keywords:** Early years' children, parenting during COVID-19,  
managing homebound children

---

\* M.Phil Scholar, University of Management and Technology, Lahore.  
Email: S2019262018@umt.edu.pk

\*\* Research Associate, University of Management and Technology, Lahore.  
Email: Malahat.siddiqui@umt.edu.pk

\*\*\* Associate Professor, University of Management and Technology, Lahore.  
Email: sajid@umt.edu.pk

## **Introduction**

Initially diagnosed in China, acute respiratory syndrome (COVID-19) was declared a pandemic by WHO in January 2020. The exigency to curb the proliferated pestilential disease obliged governments to take intense measures such as imposing absolute lockdowns. The strict restrictions just not immensely affected the global economies but had substantially influenced the everyday life of families so much so that around 1.38 billion children were barred from attending schools, outdoor and sports activities, and socializing with families and friends (Cluver, et al., 2020).

Having children confined to their houses added innumerable to parents' responsibilities. The problem is aggravated in Eastern cultures where mothers are solely responsible to carry out all the household. Especially working mothers found themselves in a quandary of balancing between work, household, and children without the usual support of extended family members and helping staff. A growing body of literature reported that stressed parents are less likely to perform their duties well (Coyne, et al., 2020). Therefore, parenting in distinct cultures such as eastern is also needed to be researched in order to effectively respond the critical times such as COVID-19 (Ağca-Varoğlu et al., 2022). The current study is thenceforth, residing in typical Pakistani culture aiming at studying the parenting styles during the pandemic with an inherent assumption of women being held responsible for managing not just their work lives but their family lives ranging from routine chores to child-rearing.

## **Literature Review**

Parenting refers to intricacies in raising a child and is not exclusively limited to biological relationships. Parents are responsible for physical, social, emotional, and intellectual development from infancy through adulthood (Association, 2009; Bornstein & Lansford, 2010). Parenting styles are often considered parallel to a child's future and have consequences to last for a child's lifetime; are regarded as the outcomes of roles parents play in society. The duties and responsibilities of parents are greatly understood with the help of Bowlby's Theory of Attachment which proposes, that attachment between the child and the parents nurtures the parts of the brain responsible for emotional development, communication, and relationships contingent on the provision of safety, security of basic needs, physical closeness, and coping with separation stress (Fearon & Roisman, 2017).

The debate of parenting styles and their effects on children dates back to post World War II era. In opposition to strict, authoritative parenting styles that resulted in raising a whole generation in fear where children felt powerless, voiceless, and unimportant; new generation parents fell on the other end of the continuum and adopted to lezzis-faire approach; became more liberal and indulgent (Parent et al., 2014). Yet, the resulting generation is egocentric, oblivious to the needs and feelings of people around them (Calafat, García, Juan, Becoña, & Fernández-Hermida, 2014). So the debate continues, what comprises the best parenting styles?

A number of factors influence parenting. However, it is largely shaped by parents' own evaluation of their efficacy as a parent, personal traits and behaviors, and their skills of raising a child with or without the support of family, friends, neighbors, and childcare facilities for by maintain the overall quality of life (Bronfenbrenner, 1979). Minor negligence from parents usually brings forth drastic consequences not for the child but for society on the whole. However, parents, who whereby struggle in their relationships and lack support from their environment, usually have a troubled psycho-emotional being and are more prone to have developed maladaptive attitudes leading to the instigation of aversive behaviors in their children (Ahlqvist-Bjorkroth, Axelin, & Boukydis, 2017). Furthermore, coercive cycles' frequent repetitions worsen the aggressive behaviors in both variety and intensity with a lack of control by the parents (Leijten, Melendez-Torres, & Gardner, 2022; Thomas 2011). On contrary, parents with greater social support are more cognizant of their child's cues, emotions, interests, and capabilities (Laurie, Martin, Sontag-Padilla, & Cannon, 2014). Hence a nourishing healthy brain and accelerated acquisition of language skills and cognition are ensured (Nicholson, et al., 2016). In addition to the support system, family life is notably affected by their financial conditions with its effects on parents' mental and emotional health. Parenting styles, practices, and values are usually compromised with a decline in economic conditions. The child's physical mental and emotional health is shaped by both socioeconomic factors and the parenting style (Roubinov & Boyce, 2017; Syafrida, Maryati, & Permana, 2019).

While parenting warmth is the parent's expressions of affection, care, and respect towards the child's supportive skills in daily routine such as mastery, autonomy, and self-efficacy, cognitive stimulation is the parent's effort to improve a child's cognitive and language skills through healthy enriched communication. Raising a child is sensitive. Though parenting has its impact on children of all ages, it is significantly ensuing during early childhood. Poor and inapt parenting styles are linked to shattered personality, destroyed self-image, and low self-efficacy in children.

**Parenting in Difficult Times:**

Good parenting though is linked to several internalizing and externalizing factors, studies have shown a strong tendency of parents to be drastically affected during tough times such as a death, an illness, or financial hardships (Chung, 2020). Resilience infers the capacity for adapting to an adverse situation which is developed through observable success in overcoming challenges and hence is significantly important for parents during challenging times (Novianti & Puspitasari, 2018). A resilient person is happier and tends to have better relationships with others, they are less depressed, more successful, and enjoy longer life spans. Various factors determine resilient behavior, emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, and reaching out (Masten, 2018). Fathers; in particular, play an important role in promoting resilience among children. Fathers not only help children by adopting a positive attitude towards problems but provide extended support to their partners while dealing with stressful times.

Nevertheless, with the maximum onset of COVID-19, parents found it daunting to navigate their children through such unprecedented times. The change in schooling, friendship, socialization, group activities, team sports, and normal routine harboured fears and anxieties among children of all ages (Cluver et al., 2020). Parents who tried addressing the fears of their children without acknowledging their own fears and anxieties first, ended up as being harsh, hostile, inconsistent and cold to their children (Eltanamy, Leijten, Jak, & Overbeek, 2019). Henceforth turned to disciplinary approach and punitive styles while handling their children during this whole tenure of school closures owing to such a pernicious event (Rodriguez, Lee, & Ward, 2020). Similarly, Chung, Lanier, and Wong (2020) reported that Singapore has observed a 40% increase in verbal conflicts, and 8% rise in physical conflicts between the spouses ultimately leading to an overall 13% increment in incorporating corporal punishments while dealing with their children.

Financial hardships, shortage of food, damaged houses, loss of loved ones, and being unsure about one's own life are the major stressors in early childhood associated with traumatic events that are higher in intensity but have shorter timespans (Prentiss, 2020). Situations as COVID-19 that were comparatively lower in intensity with no absolute knowledge of its duration have affected early childhood differently. As yet, only scare data is available on the impact of COVID-19 isolation and lockdown on early years' children, psychologists assume that the children seem to be coping quite well during this time despite the stress of cancellation of almost all the activities.

## **Problem Statement**

It is assumed that having a strong family support system makes parenting easier in cultures like Pakistan. The truth is parenting in eastern cultures is certainly not all perks and privileges. It rather can become a pretty stressful clash of roles and responsibilities even in normal circumstances. The entire system wobbled under the back-breaking stress faced by parents while handling their multiple roles with overly exceeding expectations during uncertain times such as COVID-19 (Coyne et al., 2020; Kerr, Rasmussen, Fanning, & Braaten, 2021). Besides, the ability to deal with pressure and stressful times is rather dependent on parents' self-efficacy. Jones and Prinz (2005) defined parents' self-efficacy as "the expectation parents hold about their ability to parent successfully" (p. 342). The higher the level of PSE, the more positive a parent's behavior will be. This in turn is reflected in parents' inductive and rehabilitative disciplinary styles, parental involvement, monitoring, responsiveness, and warmth towards the child. Parents with low self-efficacy are more frustrated, stressed, and depressed. PSE levels are strong indicators of the child's social adjustments and academic achievements (Benedetto & Ingrassia, 2017).

Studies have reported a hike in family violence and child abuse during this period when there is limited community contact and external social support. As a result, the challenges faced by parents amidst and post COVID-19 further aggravated the need for an absolute overhauling of parenting skills. Parents miserably failed in engaging their children at home in the absence of recreational activities and support from family and friends (Strauss, 2020). Advance countries have researched well on parenting and developmental needs of children at ECE and have experts and specialists contributing to society through their ground breaking research findings, yet these countries struggle in incorporating the required skills intertwined with customs and traditional values. In developing countries like Pakistan, where research on parental practices and Early years is rather limited to health and mortality rates, parents usually face serious challenges in the upbringing of their children. COVID-19 has inundated parents by threatening the mental, physical and emotional well-being of their house-bound children (Justin & Miranda, 2010; Kerr et al., 2021; Meherali et al., 2021). In addition to that, governing bodies, social sciences experts, or NGOs could not contribute much to ease parents in such an unprecedented times.

Unlike older kids, children under 6 years of age enjoy their time with parents and family (Izzaty, 2018). They equally enjoy home-cooked food, indoor and outdoor games while spending a major part of their time in role

and imaginative playing subjected to the provision of their developmental needs (Izzaty, 2018; Mark et al., 2015; Murray 2018). Since entire early childhood is greatly influenced by parents and their behaviors (Agostinelli, Doepke, Sorrenti, & Zilibotti, 2022), it is important to identify the parenting styles parents have adopted during COVID-19. The current study will therefore, void the gap in literature on parenting styles and will help the society to learn what works best in the times of crisis validating that childhood is a golden time period that should not be compromised anyway.

### **Methods and Materials**

The current study is Qualitative in nature and the phenomenological research method helped the researcher to delve deeper into people's lived experiences (Langdrige, 2007) and extract meaningful and related information from the data.

This study explored the parenting practices in urban areas of developing countries while managing children at home during COVID-19. Morse (1994) recommended having a sample between 5 – 25 participants and (Creswell & Cheryl, 2017) suggested having at least 6 participants for the qualitative study. Therefore, 5 mothers and 3 fathers parenting one or more children under the 6 years, having different socio-financial backgrounds were purposefully selected as the participants of the study (Creswell & Cheryl, 2017).

In the current study, semi-structured interviews were conducted to collect data. The questions were open-ended and tend not to be too specific, allowing for a range of possible responses—the reason to choose this method is to probe the participants to acquire wholesome and information-rich data about the phenomenon.

A semi-structured interview guide was developed intended at exploring the experiences and coping strategies parents adopted during lockdown focusing more on experiences and coping strategies, their daily routines, and the extent to which their family time has been affected by COVID-19.

The data was collected by engaging participants in face-to-face interviews. Initially, the participants were contacted through social media. Once showed their willingness to participate in the study, participants were interviewed using Zoom application except one mother, who was approached in person and was engaged in one-on-one interview. All the interviews were recorded using the zoom recording feature and on android

devices with the consent of the parents. Secrecy and confidentiality were ensured by allotting pseudo names to all the participants. All the interviews were transcribed verbatim and translated to English Language. Post transcription, Qualitative thematic analysis was done as the data analysis method. After initial coding, emergent themes were identified, and reviewed.

## **Findings**

### **Impact of COVID-19 on parents and Children:**

#### ***Daily routine:***

Without doubt COVID-19 has altered the way people were used to of living. Not just the work routines but the households were affected to a great extent specially during first 2 months of the lockdown. Unavailability of the household staff, helpers and work from home only aggravated the situation for working mothers specifically. Exasperated parents purged their emotions either by turning aggressive or apathetic to their children to such an extent that they were unable to reflect upon the time they had spent with their children.

As for the concern of children and their routine, parents gave mix responses. Most of the parents expressed their concerns that lack of routine and order has negatively affected their children under the age of 5. Furthermore, absence of outdoor activities, such as family dinners and shopping, fun and recreational opportunities frustrated younger children to an extent that they averted to fights and quarrels with their siblings. Lack of activities created boredom among the students and parents feared that the aftermath would rather be far-reaching and intense.

My son is five and a half. He initially loved rambling around, watching cartoons and YouTube videos but eventually lost his interest. Then he started missing his teachers, class-fellows, friends and his cousins. While his older siblings are busy with their online classes, he usually roams around aimlessly and feels bored and frustrated. Engaging him is a challenging task as available options do not excite him anymore (Mother 4).

Interestingly, some parents, especially fathers found it as a blessing in disguise as they had more time to spend with their children which they have been craving their entire lives. "I had all my time to spend with my kids playing and living them. The happiness is to last my lifetime" (father 1). Fathers also enjoyed helping with daily household tasks. "Lockdown provided me a chance to wake up early and prepare breakfast for my kids

while their exhausted mother rested with our 6 months old new-born. And I enjoyed every bit of it” (Father 1). It is also important to note that parents associated with early-year teaching found it easy to engage their younger children in a variety of activities.

***Family time:***

When parents were enquired about their definition of quality time, most of the mothers answered the question reluctantly. Fathers on the other hand were very vocal. Additionally, both the genders had varied opinions. Seemingly, the majority of the fathers cannot think of children without a mother, hence when they talked about the family time they include both mothers and children; which is not the case when mothers spoke about family time.

Regardless of their financial statuses and educations, mothers usually had been very occupied with households and were not able to spend much of the quality time with their children. Uneducated mothers were unaware of the concept of quality time. They reported having a random conversation over meals only and rejected the idea of directly initiating or indulging in any conversation with their children. Educated mothers having a sound financial status, on the contrary, knew the importance, however, their occupancy with the household held them from spending time with their children and they have been regretting it without even knowing it. “Now that their father is at home, he usually spends quality time with them, he listens to them, have healthy conversations with them, they even play together while I am usually busy in the kitchen and other households” (Mother 1). They tend to lose their temper more often as compared to fathers. Mothers with recent births felt emotionally drained and less motivated, “I don’t feel motivated for my personal and professional growth after the birth of my fourth child. I only want a peaceful life where I don’t have to worry anymore, at least not while keeping up with the mundane routine” (Mother 3). Fathers, not all of them, but the majority, interestingly, had quite an opposite opinion. Seemingly, they enjoyed spending time at home and had conveniently adapted to the situation by dividing the workloads, “Because we allowed our children to help us in our daily household chores, we had ample time to spend together” (Father 1). Some fathers reported helping their spouses in taking care of their infants, preparing meals and helping kids with their homework which is very unusual in most of the eastern families otherwise.



Table 1  
*Demographics of Parents*

Parent	Total Number of Children	Number of Children Aged (0-6 Years)	Qualification	Working
M1	4	2	M.Ed.	Recently re-joined
M2	6	2	Not educated	Maid
M3	4	1	M.A. in English	Not working
M4	5	1	M.Ed.	Working part-time
M5	3	3	Masters in Actuary	Not working
F1	4	3	BA in Education	Teacher and trainer
F2	1	1	M.Com.	Own business
F3	3	2	ACCA	Working

***Children's Schools and friends:***

All the children have missed their school during lock down a lot (Barbieri et al., 2022). Nothing seemed to compensate their inability to meet their teachers and school-fellows:

My four years old son misses everything about his school. He has a very strong bond with his teacher, so he misses her a lot. He misses the company of his class fellows and the big playground since he is not allowed to play in the neighborhood owing to Corona and other security reasons. He is desperately waiting for his school to become functional again. (Mother 3)

Father 3 shared, "Though online classes facilitated children's interaction get with teachers and other classmates which is quite healthy as well as kept children busy. Yet, children missed the outings with cousins, swimming, and other sports activities with friends".

***Socializing and outing:***

Even parents found distancing with relatives as the most stressful part of the whole lockdown episode. Mothers specifically, either working or housewives, equally missed socializing activities, routine visits to family and friends, shopping, and other recreational activities and their dealings with children and husbands had, therefore, been greatly impacted. Also, the strict protocols to abide by harbored impassiveness among parents as a result of which they became ignorant of their own needs. “Definitely, I miss my parents, siblings, and friends more than anything but there is nothing I can do about it. Their safety is all that matters” (Mother 2).

On contrary, children of families having elderly people who happened to stay with them during COVID-19 found it less strenuous to cope with the isolation. “My children have enjoyed the company of their grandmother a lot. She stayed with us during the whole lockdown” (Mother 1). Similarly, families, who have relatives living nearby, found isolation as an opportunity to spend more time with their relatives and seemed to have enjoyed their company as reported by a mother of 3 boys. “I have 3 boys under the age of six. They have been visiting their grandmother’s house and enjoyed the care they have been receiving from their aunt. (Mother 5). Though work from home saved parents ample time but have added to their workloads.

Having kids at home the whole day with absolutely nothing to do, is quite an event. We are always in the middle of something. Their sleep cycles are irregular. They sleep late, wake up late, they talk a lot. Playing peacefully now, crying badly the other moment. Managing their mood swings while carrying on with the household all by ourselves, without the help of maids hardly leaves us time for ourselves (Mother 1).

Fathers on the other hand have reported enjoying their time with their kids. Most of them have been playing cricket with their older kids, and have enjoyed going cycling with them and sharing gifts and visiting cousins while following the SOPs after the strict restrictions had been lifted.

***Parents managing work, home, and children:***

Isolation and lockdown had differently affected mothers. Coping with stress and increased workloads was comparatively less challenging for already working mothers than housewives. For fathers, it was quite the opposite. Regardless of them helping their wives with the household, almost all of them took this lockdown as an opportunity to better know their children.

This lockdown had been amazingly rejoicing. I spent a lot of time with my daughter. I came to know of her daily routine, her interests, her likes, and dislikes. Little things, that she enjoys doing with her mother. There was a lot that I was missing on, and I sure am grateful that now I know a lot more about my daughter. (Father 2)

It was found that fathers have rather been more creative in extenuating the COVID and its possible aftermaths. Rather than only being concerned about the well-being of their children, fathers with a practical approach looked for available options and helped them cope with the situation and not just worrying and frustrating.

We struggled with our finances during the lockdown. This could haunt my children for their entire lives. So I had to think of something that could help them in accepting that though we were in crisis, we were still doing fine, better than many. So that they remain grateful for the countless blessings we have otherwise. I, therefore, encouraged my children to save something from whatever pocket money they were receiving and make weekly donations to any random needy person. Also, whenever, I took my children for ice-creams, etc., I appreciated them buying an extra for children working in the mart or on roads. (Father 3)

## **Discussion**

While numerous factors in consequences of COVID-19 and the following lockdown affected both the genders differently, it is also important to note that the needs of the children and parents had much of their say in shaping responsive parenting (Petts, Carlson, & Pepin, 2021). Responsive parenting deals with a child's physical, social, emotional, and psychological needs. The extent to which these needs are fulfilled, especially in times of distress, is by and large dependent upon parents' self-efficacy, their belief in their own parenting and their socio-economic needs.

While several factors such as relationship status and partners' support to each other, their knowledge and skills to parenting, their coping mechanism to challenging times and their stress levels, and financial statuses usually shape a parent's efficacy levels; fathers, were least affected. They usually prioritize their role as the breadwinners than as the caregivers in Eastern cultures (Trahan, 2017). Also, their intrinsic

personal factors are more predictive of their involvement in their children as a caregiver than their relationship factors (Gatrell, Burnett, & Cooper, 2015). Lack of support either from husbands or from society inevitably rises stress levels that can impede responsive parenting among mothers (Boyd, 2002). Also, it is important to note that mothers unacknowledged of their partners' support showed an equally low-level of self-efficacy as of the mothers having no support at all (Crnic & Ross, 2017). It was found that mother showed the highest level of self-efficacy of all the mothers though had a comparatively supportive husband, she had never expected anything from him. Notably, her husband has been supporting her out of his responsibility and not as a favour (Giordano, Daniilidou, Cipolla, Landoni, & Platsidou, 2022). The finding is consistent with the study conducted in the Japanese context (Suzuki, Holloway, Yamamoto, & Mindnich, 2009).

Interestingly, mothers with higher self-efficacy levels tend to have little or no knowledge of parenting skills showed great confidence while regarding their practices as good (Hess, Teti, & Hussey-Gardner, 2004). However, some of their practices were not found to be compatible with international parenting standards. For instance one of the mothers, showing great efficacy had been asking her child to read the storybook during story-telling time instead of reading the book to the child (Hess et al., 2004; Sturges & Bhamani, 2022). Similarly, another mother with a great efficacy level told her child to choose a toy to play with during free play which is the exact opposite of exploring the toys with children as per their wish. Correspondingly mothers, unacknowledged of the efforts of their spouses showed equally low self-efficacy beliefs as of mothers having no absolute support.

Mothers regardless of their knowledge of parenting skills had not been heedful to their children's physical and emotional needs. Termination of delivery services and dining out options had impelled mothers to cook three meals a day. Not many of them had discussed the ways they had been adapting to ensure their children's physical fitness, nevertheless, concerned. Similarly, the emotional needs of the children were overlooked. As it is suggested that a child's exposure to news and media during distressing times should always be limited and screened (Imran, Zeshan, & Pervaiz, 2020). Mothers unknowingly did exactly the opposite by hammering the severity of the situation while asking the children to follow a certain routine in an attempt to keep them safe from COVID-19. Mothers with no fatherly support were rather more conscious of their children's emotional health but stressed which is consistent with the prior studies (Lakhani & Nadeem, 2017; Uddin, 2021). One of the mothers

having a psychologically challenged child in terms of having his own imaginary world was most concerned, however, could not comprehend any of the supporting strategies. Intellectual needs were also overlooked in most cases as it has always been regarded as the responsibility of schools and teachers. Only one mother who alongside her household managed to ensure her children's intellectual activities by indulging them in brain puzzles, riddles, crosswords, and reading activities.

Social needs of the children were surprisingly found to be a matter of great concern among mothers probably because the mothers and children had this in common. They both felt equally frustrated and drained for not having a break from the mundane routine. Those who still had the opportunity to visit nearby families or have elderly living or staying with them were grateful for having at least some of the activity for the kids.

It is significant that mothers irrespective of their working statuses and their analogies of behavioural changes not just in children but in adults owing to distressing times, remained equally impatient with their children, lost their temper and shouted more frequently on their children, except the mother, who happened to be belonging to lower middle class, had a paid off from her maid serving duties, living in a single room house with her children. Her children support her a hand in cooking, washing, and cleaning.

Resilience is an individual's ability to successfully survive the setbacks (Rutter, 1993). Fathers with an optimistic and problem-solving approach were found to be more concerned about the emotional and social well-being of their own children in particular and of those around in general. Fathers even though were crumbling under cumbersome financial deadlocks during initial two months of the lockdown, were far more creative while teaching empathy to their children and hence mitigating the COVID situation by diverting their children to alternative and healthy activities (Uddin, 2021).

## **Conclusion**

Mothers are generally more involved with the children during isolation, as the early year's children are dependent on parents for many things and demand more attention to resolve day to day issues compared to older children. During isolation, the mothers have no option to leave home or to take children for outing or to relatives, so the mothers may have been spending major time with children at home but that does not guarantee quality time, the stress of pandemic and isolation make them harsher

towards children and made them loose temper more frequently in comparison to pre-COVID times. Resilience, financial matters, spirituality; are prominently reflected through the interviews of fathers emphasizing the importance of fathers' role in parenting young children.

### **Recommendation and Limitations**

More research on parental practices from different walks of lives is needed. Qualitative research on both parents, with interview, observations and video recordings will make it clearer the current parental practices. Since there is not much research on parenting locally, research is needed to investigate where the intervention is required at the right time during early years when the improvement is quite easier without much loss. Otherwise the vicious circle will keep on affecting the society. Further the post effect of isolation need to be studied and how the families can bring back to normal life after the pandemic gets over. Researchers and government must work on this urgently to safeguard the children from abuse and emotional and social problems which may trigger if this issue is left unattended.

The interesting impact of fathers on resilience, spirituality and optimistic behavior on their children must be explored more and in-depth as these are the qualities very much needed for a successful happy life. The research was delimited to one city of Pakistan, to gather maximum about parental practices from that city, Lahore. As there are cultural differences between different provinces, from rural and urban areas, and between various ethnic groups, a thorough research need to be done in various cities and villages, to get a better understanding of best parental practices and where it needs to be improved.

## References

- Ağca-Varoğlu, F. G., Bingöl, M., Karakurt, Z., Çoban, B., Kılıç, G., Kaplaner, N., & Zengin, S. (2022). Fragments of Everyday Life in a Pandemic: Autoethnographic Reflections of Young Women from Eastern and Southeastern Turkey. *Fe Dergi*, *14*(1), 50-65.
- Agostinelli, F., Doepke, M., Sorrenti, G., & Zilibotti, F. (2022). When the great equalizer shuts down: Schools, peers, and parents in pandemic times. *Journal of Public Economics*, *206*, 104574. doi:<https://doi.org/10.1016/j.jpubeco.2021.104574>
- Ahlqvist-Bjorkroth, S., Axelin, A. M., & Boukydis, Z. (2017). Close Collaboration with Parents™ intervention to improve parents' psychological well-being and child development: Description of the intervention and study protocol. *Behavioral and Brain Research*, *325*, 303-310. doi:<https://doi.org/10.1016/j.bbr.2016.10.020>
- Association, A. P. (2009). Parents and Caregivers Are Essential to Children's Healthy Development. *American Psychological Association*. Retrieved from <https://www.apa.org/pi/families/resources/parents-caregivers>
- Barbieri, V., Wiedermann, C. J., Kaman, A., Erhart, M., Piccoliori, G., Plagg, B., . . . Ravens-Sieberer, U. (2022). Quality of Life and Mental Health in Children and Adolescents after the First Year of the COVID-19 Pandemic: A Large Population-Based Survey in South Tyrol, Italy. *International Journal of Environmental Research Public Health*, *19*(9), 5220.
- Bornstein, M. H., & Lansford, J. E. (2010). *Parenting*. Washington: Psychology Press.
- Boyd, B. A. (2002). Examining the relationship between stress and lack of social support in mothers of children with autism. *Focus on Autism and Other Developmental Disabilities*, *17*(4), 208-215.

- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, England: Harvard University Press.
- Calafat, A., García, F., Juan, M., Becoña, E., & Fernández-Hermida, J. R. (2014). Which parenting style is more protective against adolescent substance use? Evidence within the European context. *Drug and Alcohol Dependence, 138*, 185-192.
- Chung, G., Lanier, P., & Wong, P. Y. J. (2020, 2020/09/02). Mediating Effects of Parental Stress on Harsh Parenting and Parent-Child Relationship during Coronavirus (COVID-19) Pandemic in Singapore. Retrieved from <https://fass.nus.edu.sg/ssr/wp-content/uploads/sites/8/2021/06/SSR-5th-Anniversary-Webinar-Proceedings.pdf#page=29>
- Cluver, L., Sherr, L., Lachman, J. M., Wessels, I., Krug, E., Rakotomalala, S., & Blight, S. (2020). Parenting in a time of COVID-19. *The Lancet*. doi:10.1016/S0140-6736(20)30736-4
- Coyne, L. W., Gould, E. R., Grimaldi, M., M., Wilson, K. G., Baffuto, G., & Biglan, A. (2020). First Things First: Parent Psychological Flexibility and Self-Compassion During COVID-19. *Behav Analysis Practice, 14*(4), 1092-1098.
- Creswell, J. W., & Cheryl, N. P. (2017). *Qualitative Inquiry and Research Design: choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
- Crnic, K., & Ross, E. (2017). *Parenting stress and parental efficacy*. Cham, Switzerland: Springer.
- Fearon, R. M. P., & Roisman, G. I. (2017). Attachment theory: progress and future directions. *Current Opinion in Psychology, 15*(1), 131–136.



- Gatrell, C. J., Burnett, S. B., & Cooper, C. A. (2015). The price of love: The prioritisation of childcare and income earning among UK fathers. *Families, Relationships and Societies*, 4(2), 225–238.
- Giordano, F., Daniilidou, A., Cipolla, A., Landoni, M., & Platsidou, M. (2022). Parents' perceived stress and children's adjustment during the COVID-19 lockdown in Italy: The mediating role of family resilience. *Family Relations*, 1–16. doi:<https://doi.org/10.1111/fare.12716>
- Hess, C. R., Teti, D. M., & Hussey-Gardner, B. (2004). Self-efficacy and parenting of high-risk infants: The moderating role of parent knowledge of infant development. *Journal of Applied Developmental Psychology*, 25(4), 423–437.
- Imran, N., Zeshan, M., & Pervaiz, Z. (2020). Mental health considerations for children & adolescents in COVID-19 Pandemic. *Pakistan Journal of Medical Sciences*, 36(COVID19-S4), S67.
- Izzaty, R. E. (2018). Happiness in Early Childhood. *Psychological research and intervention*, 1(2), 64–77.
- Jones, T. L., & Prinz, R. J. (2005). Potential roles of parental self-efficacy in parent and child adjustment: A review. *Clinical Psychology Review*, 25(3), 341–363. doi:<https://doi.org/10.1016/j.cpr.2004.12.004>
- Justin, Z., & Miranda, J. J. (2010). "Exporting Failure": Why Research from Rich Countries may not Benefit the Developing World. *Rev Saude Publica*, 44, 184–189.
- Kerr, M. L., Rasmussen, H. F., Fanning, K. A., & Braaten, S. M. (2021). Parenting during COVID-19: a study of parents' experiences across gender and income levels. *Family Relations*, 70(5), 1327–1342.
- Lakhani, S., & Nadeem, S. (2017). Effects of Father's Absence on Child Growth and Development During Early Years. *Journal of Early Childhood Care Education*, 1, 31–42.

- Langdrige, D. (2007). *Phenomenological Psychology: theory, research and method*. New York, NY: Pearson Education Limited.
- Laurie, T., Martin, Sontag-Padilla, L., & Cannon, J. S. (2014). *Off to a Good Start: Social and Emotional Development of Memphis' Children*. Santa Monica, CA: The Urban Child Insitute and the RAND Corporaton.
- Leijten, P., Melendez-Torres, G., & Gardner, F. (2022). Research Review: The most effective parenting program content for disruptive child behavior—a network meta-analysis. *Journal of Child Psychology Psychiatry*, 63(2), 132–142.
- Mark, S. T., Casey, G., Shawna, B., Joel, B., Christa, C. B., Dawn, C., . . . Cam , C. (2015). Position Statement on Active Outdoor Play. *Int J Environ Res Public Health*, 12(6), 6475–6505.
- Meherali, S., Punjani, N., Louie-Poon, S., Abdul Rahim, K., Das, J. K., Salam, R. A., & Lassi, Z. S. (2021). Mental health of children and adolescents amidst COVID-19 and past pandemics: a rapid systematic review. *International Journal of Environmental Research Public Health*, 18(7), 3432.
- Morse, J. M. (1994). *Handbook of qualitative research* Thousand Oaks, CA: Sage Publications.
- Murray , J. (2018). The play's the thing. *International Journal of Early Years Education*. Retrieved from <https://www.childcareexchange.com/library/5008928.pdf>
- Parent, J., Forehand, R., Dunbar, J. P., Watson, K. H., Reising, M. M., Seehuus, M., & Compas, B. E. (2014). Parent and adolescent reports of parenting when a parent has a history of depression: Associations with observations of parenting. *Journal of Abnormal Child Psychology*, 42(2), 173–183.

- Petts, R. J., Carlson, D. L., & Pepin, J. R. (2021). A gendered pandemic: Childcare, homeschooling, and parents' employment during COVID-19. *Gender, Work Organization*, 28, 515–534.
- Rodriguez, C. M., Lee, S. J., & Ward, K. P. (2020). The perfect storm: Hidden risk of child maltreatment during COVID-19 pandemic *Child Maltreatment*, 26(2), 139–151. doi:<https://doi.org/10.1177/1077559520982066>
- Roubinov, D. S., & Boyce, W. T. (2017). Parenting and SES: relative values or enduring principles? *Current Opinion in Psychology*, 15, 162–167.
- Rutter, M. (1993). Resilience: some conceptual considerations. *Journal of Adolescent Health*, 14(8), 626–631. doi:[https://doi.org/10.1016/1054-139X\(93\)90196-V](https://doi.org/10.1016/1054-139X(93)90196-V)
- Strauss, E. (2020). Why some kids are happier right now, and other unexpected effects of quarantine. Retrieved from <https://edition.cnn.com/2020/04/27/health/children-mental-health-quarantine-coronavirus-wellness/index.html>
- Sturges, M., & Bhamani, S. (2022). Exploring Parental Attitude and Practices towards Story Book Reading. *Journal of Early Childhood Care Education*, 5(2), 31–46.
- Suzuki, S., Holloway, S. D., Yamamoto, Y., & Mindnich, J. D. (2009). Parenting self-efficacy and social support in Japan and the United States. *Journal of Family Issues*, 30(11), 1505-1526.
- Syafrida, R., Maryati, M., & Permana, H. (2019). Early Childhood Education: In The Past, Present and Future. *Journal of Early Childhood Care and Education*, 2(2), 79–86.
- Thomas, E. A. (2011). *Encyclopedia of Child Behavior and Development*. Boston, MA: Springer.

Trahan, M. H. (2017). Paternal self-efficacy and father involvement: A bi-directional relationship. *Psychology of Men & Masculinity*, 19(4), 1–11. doi:<https://doi.org/10.1037/men0000130>

Uddin, M. (2021). Addressing work-life balance challenges of working women during COVID-19 in Bangladesh. *International Social Science Journal*, 71(239-240), 7–20.

***Citation of this Article:***

Ishaque, B., Siddiqui, M. F., and Masood, S. (2022). Managing early years' children at home: An investigation into parental practices amidst COVID-19. *Journal of Early Childhood Care and Education*, 6(2), 65–84.