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Psychological Issues in Bangladeshi Children for Covid-19: Losing Interest in Education

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ABSTRACT

In Bangladesh, COVID-19 has had a significant impact on both the psyche and future of both children and adolescents. It destroys, the environment and the future of children. Children suffer more than adults during COVID-19 in a wide range of underdeveloped and impoverished nations, including Bangladesh. There has been an analysis of the effect of Covid-19 on children in Sherpur Sadar Upazilla, Sherpur, Bangladesh. In addition to dealing with psychological concerns, they were unable to study or eat adequately. This article used a quantitative technique to illustrate the situations in which kids struggled with school and their lack of interest in working for a degree for COVID-19. In the 14 months that the corona outbreak lasted, schools were shuttered. Despite the existence of numerous institutions, there were few educational opportunities. The students' propensity to study has suffered greatly as a result. Students who were placed under house arrest for an extended period experienced a variety of mental health issues. They are hesitant to continue their studies because of these problems.

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1. INTRODUCTION

The Covid epidemic has harmed both the kids' psychological stability and the entire educational system. Existing in a reversed scenario made it difficult to even pursue schooling. The pressure of the educational scenario may have been too much for the students to handle. At Sadar Upazilla, Sherpur in Bangladesh, the situation was not different at all, students suffered so much as a consequence of COVID-19. They no longer had the desire to further their education since they were cut off from the educational environment. The closure of schools in nations affected by COVID-19 has disrupted education programs for more than 80% of students worldwide, but UNICEF has pledged a considerable boost in funding to support the continuation of children's education in all countries. It originated in Wuhan, China, and quickly spread over the globe (Tang *et al.*, 2020).

To lower the danger of exposure to the virus for students and school workers, Bangladesh stopped its schools after the emergence of COVID-19. On March 17, 2019, all educational institutions were declared closed. This emergency demanded appropriate, coordinated action to ensure that kids could continue their schoolwork at home using a variety of alternative educational programs and to lessen the negative effects of the crisis on kids and society. Some steps were attempted to lessen the psychological impact on kids and teens that was so prevalent.

The desire to learn has diminished in some kids and teens in these nations, and research suggests that the longer they miss school, the less motivated they are to learn. The less likely it is that they will go back to school. In light of this COVID-19, developing alternate means for kids to complete their education would have become a crucial component of our work. UNICEF, a well-known organization that works for children, was ready for the pandemic and issued recommendations for continuing education. Even though they requested assistance from the Global Partnership for Education to deal with COVID-19, Bangladesh's Ministry of Primary and Mass Education and Ministry of Education continue to educate students when schools are closed as a result of COVID-19 (Ahmed, 2019). Bangladesh's educational institutions have all been shut down to prevent health dangers. Additionally, a system of online education has been created. Numerous researches on the impact of COVID-19 on demonstrating the accessibility of online education in the thinking of school, college, and university students in Bangladesh have been conducted within the past year or the year before (Khan *et al.*, 2021).

Additionally, internet activities will carry on as usual. To enable students in the 10th and 12th grades to attend classes in classrooms, the ministry is attempting to take these actions. The extracurricular activities that students can participate in outside of class and tests are unavailable to them. Online, they might be finishing the curriculum, but only in part in surveying field data in Sadar Upazilla, Sherpur students found to be suffering from the same crisis as the global issues of COVID-19. Children frequently failed to make the connection between lessons as a result. Because there is no class examination, the auto-promotion has caused pupils to think adversely, and the government must choose to implement auto-promotion by assessing homework based on a condensed curriculum at the secondary level and the intermediate level to keep the study cycle going (Das *et al.*, 2021).

However, as educational institutions have been shut down numerous times, pupils began to consider quitting school and displayed their disinterest in learning because they believed the auto-promotion system might continue. Due to problems like insufficient online teaching, a lack of direct teacher connection, and incomplete completion of subject-based learning programs, education experts predicted that there would be a significant gap in all institutions

from first grade to higher education as per the syllabus, not having the proper device, the unavailability of high-speed internet connection and soon (Mahmud *et al.*, 2021). Students would not understand many things going to the next class provided that they didn't finish the class topic. They wanted to memorize without understanding. All subjects are related to previous classes or lessons. Again, the challenge of starting the regular education program in 2021 is going to be added along with this deficit in education of 2020. A syllabus is designed keeping in mind the needs of students at a particular level. By reviewing the topics are placed where they are relevant to their needs or age. It lays the foundation for higher-level learning or understanding. Many students or parents lack an Android phone, even if not all educational institutions can afford to enroll students in online courses which were evident in rural and some urban parts of Sadar Upazilla, Sherpur. And of those who do, none of them can purchase data. As a result, some students are benefiting from online learning, but not all of them.

Through this flawed system and circumstance, the nation's education has continued for almost a year. The Ministry of Education is considering starting class activities in a limited capacity as a result. It is intended to launch the education program in a condensed version while adhering to the health regulations in the 2021 academic year when the situation in Corona is somewhat favorable. The SSC or comparable exams will therefore reportedly be held by next June. The school's general atmosphere is different in terms of "psychic fulfillment," and learning and socializing with many kids requires different socialization. Even if one tries to teach at home these days, it is obvious that the kids are not engaged. There will be a considerable delay before the exam. They can't recall the exam's procedure. Reading has lost its appeal. There was a behavior change. Many parents believe that because the learning process of reading aloud together under the teacher's direct supervision was not present in the classroom this year, many of the things that should have been learned have not been. However, even if people found new jobs, students in our nation couldn't go back to school.

Educational programs had not started in compliance with the health rules keeping Corona aside. It is also necessary to think about how reasonable it is to stop only the educational program while keeping everything going. If the corona continues to be prolonged, will we continue to close the educational program? As in other areas of life, we have to adapt to the corona, and are doing so, we have to try in the same way in the field of education. But due importance should also be given to the health protection of students. It will be difficult for students outside the classroom to take up the next level of lessons. In that case, teachers also have to come up with differences in teaching students. Nevertheless, many individuals did not think second to refer to it as a government move. Many of the opposition political parties claimed that the government was manipulating the coronavirus infection rate to keep the opposition under control. They claimed that whenever the opposition party wanted to present a political program, the government would raise the infection rate and assert the termination of everything, which is known as a rational program (Islam *et al.*, 2021). Even while the current crisis affects everyone, family elders, especially the parents, should place a special emphasis on building relationships with the kids during this trying time Always view a child's behavior with empathy instead of using reason and social conventions to evaluate it. The state must make mental health services like counseling and psychotherapy available to students. There is a connection between human health and mental health issues (Shammi *et al.*, 2020).

Public exams were not held, and regular education activities were halted in 2020 as a result of the country's coronavirus epidemic (Ela *et al.*, 2021). Although almost all polls indicate that students in our country experience sadness, anxiety, and stress, there are limitations to those

online studies including Sadar Upazilla, Sherpur, Bangladesh. A third of the individuals claimed to experience such psychological problems. Suicide and suicidal tendencies are just two examples of complex mental illnesses that have been noted. One of them (Mamun, 2021). A poll of students revealed that 12.8% of them had suicidal thoughts (Tasnim *et al.*, 2020). Medical psychologists worry that taking classes online could make kids more addicted to their phones and the internet (Rashid *et al.*, 2021). We frequently see that many people exhibit emotional outbursts and behavioral issues. School pupils endure irritation, stubbornness, and loneliness along with depression, anxiety, and stress. Situations like lockdowns and closed schools are also severely impeding their ability to socialize (Shafiq *et al.*, 2021). The healthy mental and physical development of the child is greatly influenced by the family and the school. Due to the closure of the schools, the family was left to bear the full burden. No family can raise a child in an ideal environment by themselves. The complete responsibility for the child's education rests on the shoulders of the family in practically all families due to certain limitations, such as conflict, financial complexity, and limited housing, and many parents also experience additional stress as a result.

Family members' speech and behavior show the effects of this additional stress. The children exhibit extreme rage, obstinacy, and violent behavior as a result. Children who stay at home are no longer happy; they are bored. Psychologists worry that incarcerating youngsters for an extended period will have detrimental impacts on their minds, based on studies. The permanent closure of educational institutions is one of the factors contributing to psychological suffering among college and university students. There was a great deal of career uncertainty and misery due to the closing of schools and universities.

This period of life is known as the self-defining period since it is when a person starts planning for the future and takes charge of selecting a mate. What a person's life will be like later on is primarily determined by the experiences of this time. However, at this crucial moment, it seems as though nothing is moving forward as expected. Moreover, many students worry about the possibility of contracting the coronavirus (Mannan *et al.*, 2020). If a member of the family or relative or friend gets sick or passes away, it upsets the young person's emotional equilibrium and causes psychological instability. Parents' and students' worries can be reduced by having frequent interaction with institutions. In this time of Corona, colleges and universities from around the world are sending emails to students directly telling them what to do, where to go, and what steps are being taken to deal with the ongoing issue. The parent is occasionally also informed. Students, on the other hand, don't interact with Bangladeshi institutions in any way. Students face a challenge. Additionally, a range of misleading information is disseminated, raising their chances for mental illness. On social media, students occasionally express anger. During this time, educators and the administration needed to be more enthusiastic, sincere, and caring.

College or high school students are more at ease mingling and hanging out with their classmates. They are disappointed that they can't connect with and socialize with their classmates or peers (Hamilton *et al.*, 2022). The children experienced both economic and health issues as a result of the current economic crisis (Mustari *et al.*, 2022). According to psychologists, these behavioral alterations would make it challenging for kids to adjust to life after the epidemic. Although the educational institution is open, it will be tough for the kids to fit in with the other kids there and to pay attention in class. Children still need to learn to adapt if they become accustomed to a routine over time and then return to the old pattern (Mahmud *et al.*, 2021). In the altered environment brought on by the coronavirus, parents must play the most crucial role in the mental and social development of children. Then, they'll become acclimated to being by themselves. The majority won't want to attend school then,

and socialization and establishing friends may also be difficult. The probability of developing dementia is increased by loneliness, despair, and low self-esteem (Sifat *et al.*, 2022). Anxiety about meeting new people rises if one's mental state starts to deteriorate. Then the unpleasant feelings become more intense. Studies have shown that if loneliness is chronic and persistent, it can cause major health issues. Researchers at Brigham Young University discovered a connection between loneliness and death (Holt-Lunstad *et al.*, 2015). It was discovered that those who lived alone, felt lonely, or isolated were 30% more likely to pass away before anyone else.

Experts in public health have cautioned that enforced isolation during the COVID-19 pandemic may lead to an increase in loneliness. Even if they are not equivalent, isolation and quarantine support one another. Loss of company or a lack of companionship is the subjective feeling of loneliness. Experts claim that many people are having a hard time adjusting to the isolation and financial difficulties brought on by the COVID-19 epidemic. In Corona's early years, some people relished their solitude while realizing that it would soon pass. Others experienced helplessness and confusion. Due to a lack of internet access, urban students are turning to an online addiction that is directly related to their mental health. In addition, a lot of people who spend a lot of time online during this period complain about irregular and inadequate sleep. Numerous students who face major mental health risks receive little care. While maintaining the economy's functioning is important, the mental health of young people is more important.

2. METHODS

2.1. Study area

The study was conducted at Sherpur Sadar Upazilla, Sherpur, Bangladesh, which is situated at 25°00' 0.00" N and 90°01' 0.12" E latitude and longitude, respectively. The city, which has 356.12 square kilometers of land and was upgraded to a district on February 22, 1984, lies about 197–199 kilometers north of Dhaka, the capital of Bangladesh.

2.2. Research design

This article used a convergent mixed-method design. This study approach allowed gathering of a variety of useful data, which enables the formation of an in-depth understanding of the topic at hand. To locate and investigate issues from many perspectives, a convergent design is employed. On the other side, the purposive sampling method is used to select the study's focus group discussion members and key informants.

2.3. Method of data collection

The primary information for this study was gathered through questionnaires, focus groups, semi-structured interviews, and field surveys. A review of the literature has also been finished. To decrease the shortcomings of each, it was decided to combine these approaches. Here are brief descriptions of each technique.

2.4. Questionnaire

The primary piece of data collection technique used in this inquiry is a questionnaire. There are both closed-ended and open-ended questions on the survey to make the survey easy to understand. It is delivered in their mother tongue. The researcher oversaw five data gatherers who were in charge of gathering the data.

2.5. Interview

A semi-structured interview was performed by the researcher to gather data from the key informants. It is done with stated individuals. This is done to elicit detailed details from the appropriate party to support the responses that would otherwise be acquired via questionnaires.

2.6. Focus group discussions

There were two Focus Group Discussions (FGD) in this study, each with nine participants. The teachers and research scholars from several educational institutions in Sadar Upazilla, Sherpur, Bangladesh did the FGD research. The FGD primarily focused on issues that weren't covered in the questionnaires and interviews. It was also used in conjunction with survey questions that still needed additional information.

2.7. Data analysis

After gathering the primary and secondary data, graphing, editing, and data analysis were completed. A qualitative method of data analysis has been applied, taking into account the nature of the data. Survey questionnaires were used to obtain the primary data, which was then evaluated. The graph has been used to give a statistical analysis, while qualitative data from interviews focus groups, and literature reviews have been evaluated using narration and thematic analysis. Finally, the data from these sources have been combined. Both primary and secondary sources were employed to get the data for this investigation. Online resources are now a tremendous help, but this project still needs to be completed within a certain amount of time and with the right sources. Books, peer-reviewed journal articles, published research papers, websites, and online periodicals are all sources.

It is important to clarify that due to the impact of the post-COVID epidemic, the field survey has been conducted as the primary data source. Six months of data collection were invested. In this study paper, many definitions have also been employed such as Covid-19 (COVID-19).

3. RESULTS AND DISCUSSION

Due to the impact of the post-COVID pandemic, fieldwork has not been conducted. Despite their potential limitations, their presence in the article will assist readers and researchers in locating and making use of COVID-19 content. The influence of the COVID-19 hurdle on students' mental and psychological health is examined in this paper through data analysis and observation. To put this paper into practice, a lot of effort was required. COVID-19 has influenced the pupils' future by driving them to the brink of extinction at the time, torturing their attitude toward learning, and making them reluctant to continue.

Table 1 The students were asked to state their background information in regards to age category, gender, and highest academic qualification to achieve the objective of this research to ensure the Psychological Problems in response to the article.

Background information of the students n=2477. The majority of the student in 2032 {82.03%} were aged under 18. While the least number of students 445 (17.96%) were 18 or more. Gender of the most of the students 1610(64.99%) was female but the gender of the least students 867 (35.00%) was male. Majority of the student 1610 (64.99%) had got H.S.C certificate, the students 495 (19.98%) had achieved S.S.C certificate. In the third position, students 148 (5.97%) had J.S.C certificates students 123 (4.96%) completed their undergraduate program and students 52 (2.09%) completed their Graduate program. The students in primary school were 49 (1.97%).

Table 1. The background information of the students (n=2477).

Note	frequency	percent	
Age category	Under 18	2032	82.03
	18 or more	445	17.96
Gender	Male	867	35.00
	Female	1610	64.99
Highest academic certificate or program	Graduate	52	2.09
	Undergraduate	123	4.96
	H.S.C	1610	64.99
	S.S.C	495	19.98
	J.S.C	148	5.97
	Primary	49	1.97

The majority of the respondents 2427(97.98%) said yes about the mental stress. While the least respondents 12(0.48%) said no about the mental stress in their education life. On the other hand, respondents 38(1.53%) didn't say anything about the stress of COVID-19 in the field survey in Sherpur Sadar Upazilla, Sherpur showed by **Table 2**.

Table 2. Respondents' views on gathering field data on the issue of COVID-19 in Sherpur (n=2477).

respondents	Frequency (n=1171}	Percent
Yes	2427	97.98
No	12	0.48
Didn't say anything	38	1.53

Source: Field survey in Sherpur Sadar Upazilla, Sherpur

n=2477 Majority of the student 1510(60.96%) missed school or academic institution or friends. While the least students 75(3.02%) were stressed about their careers. The economic problem was 496(20.02%). Family conflict 198(7.99%) and addiction to using devices 198(7.99%) were the same in percentage. The total aspect of various issues the students faced, had pushed the students into serious mental disorders in their perception of the COVID-19. The scenario of COVID-19 of Sadar Upazilla, Sherpur has been found in a field survey depicting the situation of the students who suffered in COVID-19 showed by **Table 3**.

Table 3. Background information of the students achieved in the field survey about various aspects of mental stress of COVID-19 (n=2477).

Note	Frequency	Percent
missing school or institution including friend	1510	60.96
family conflict	198	7.99
economic problem	496	20.02
addiction for using device	198	7.99
stress for career	75	3.02

Source: Field survey in Sherpur Sadar Upazilla, Sherpur

In this writing, the author hopes to raise readers' understanding of COVID-19 and the psychological elements that influence students' daily lives. On issues of COVID-19, an effort is being made (Faisal *et al.*, 2022). It might compel further researchers to conduct investigations based on the COVID-19 platform and the stress that pupils endure. This piece can be used as an illustration of how to write an article. The causes of the emotional stress experienced by COVID-19 and the students may vary by region, yet they are all connected. This post serves

as an inspiration for those working in the field of assistance by demonstrating the value and beauty of the content. The difficulties that students face have a big influence on how they formulate their goals. They face huge issues to continue their studies (Emon *et al.*, 2020). The examination and discussion of COVID-19 and its splendor in the article will continue to convey the path of demand for the article in the future (Alam *et al.*, 2021) Both the psychological focus and COVID-19 characteristics are present (Al Mamun *et al.*, 2021) The fundamental information in the article could help to solidify the challenges that students must face (Yeasmin *et al.*, 2020). The findings of this study are quite significant. The creation of this research paper acts as a gateway for the analysis to gain a deeper comprehension of the causes. Other researchers will find it simpler to collect data and use it for their projects as a result. The major goal of the paper is to comprehend the proliferation of COVID-19 and its psychological effects on students.

4. CONCLUSION

The pupils are unwilling to study as a result of the effects of COVID-19 and their psychological state. The crisis has stolen their learning environment from them in the deluge of COVID-19. They have chosen to study less as a result of the loss of their educational environment. The environment for learning must be created for students because they suffer the most. Several issues act as a roadblock in their quest for knowledge. Bangladesh has taken steps to create the environment required for the study's continuation. A study area may exist depending on the needs of the pupils. They are the worst affected and spending so much time indoors distracted them from their studies and dealing with the adverse scenario. Nearly all of the mental strain and desire for education has been removed. In this situation, the government and various organizations might support them in realizing their goal of creating a learning-friendly atmosphere by helping to return them to their intended locations, and educational institutions. Students must be returned to their school, a place they adore and long to be. It took a lot of work to adjust to the changing environment for students to keep the crucial locations secure for their studies. They are incapable to keep researching the effects of COVID-19 because of the anguish and torment in their mental conditions. Although the effects of COVID-19 may have diminished, the mental anguish and situation they are in are incomparable.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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