Journal of International Business and Management 6(1): 01-24(2023)
Print ISSN: 2616-5163
Online ISSN: 2616-4655

Research Publishing Academy (RPA)
London, United Kingdom (UK)

JIBM
Journal of International Business and Management (JIBM)
Journal Homepage: https://rpajournals.com/jibm

Effects of the Covid 19 Pandemic Process on Children: Reflections on the Future of Children Aged 2-5

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Abstract

The Covid-19 pandemic has affected the child age group physically, psychologically, socially and economically. Therefore, the protection of children from Covid-19 and the effects of the pandemic should be considered holistically. This research basically deals with some of the effects of the epidemic process in the education sector. In particular, the effects of the epidemic on children and the experiences of children in this process should be known. In the light of this information, it will direct the experts to produce different solutions to educational problems. Undoubtedly, human as it has produced solutions to many problems it has experienced in the historical process; it will also produce original solutions to this process. At this point, we need results from such research to contribute to possible solutions for the future. As an expression of this need, in this research, in line with the parents' opinions, the Covid-19 epidemic process effects on children's daily living habits, moods and behaviors towards distance education attempted to be determined. Three hundred mothers or fathers with children between the ages of 2-5 participated in the study. In the research, the Demographic Information form prepared by the researchers and a questionnaire designed by the researchers to evaluate the child's communication during the pandemic process were used as data collection tools in the study. After calculating the reliability and internal consistency of the questions, the study continued, and a total of 300 mothers or fathers were included in the study. According to the research findings, it has been revealed that the limitation of social life, the child's inability to spend time with his friends, being away from school, and this sudden change in the family's routines affect child communication. It has shown that it has some effects on daily living habits.

Keywords: Covid-19, Pandemic, Communication, Child, Northern Cyprus

DOI: https://doi.org/10.37227/jibm-2022-12-2518/

Introduction

The word epidemic is explained as the transformation of a contagious disease into a pandemic in a specific region and the increase of the word pandemic, while the word pandemic is defined as an epidemic that goes beyond a particular area and begins to affect a large population and even the whole world (Aslan, 2020). In all pandemic periods from

history to the present, it has affected millions of people worldwide, causing thousands and even millions of deaths and many damages to wider communities.

The coronavirus, primarily the health system, economy and education systems, have been affected. During the pandemic process, in line with public health recommendations and state measures, many decisions were taken, such as not leaving the house except for fulfilling mandatory needs, social distance, mandatory restrictions and quarantine (Akoğlu and Karaaslan, 2020). After the World Health Organization defined the coronavirus as a pandemic, the distance education model was applied instead of the face-to-face education model to reduce the transmission rate of the virus worldwide. However, curfews have been implemented in distance education, and a new era has begun. Families spend longer hours at home with their children instead of daily routines (Özyürek and Çetinkaya, 2021). According to Görgülü (2009), before the age of six, the child's communication behaviours are acquired through language development. Gestures, facial expression and mimics, body posture, touching, active listening, observing the order of messages, an invitation to communication, empathy and compliment are among the communication behaviours as well as the development of language (As cited in Önder, Dağal, Şallı, 2015). Based on this explanation, the restriction of the child's physical contacts due to home quarantine, mask and distance rules during the pandemic process, the slowing of language development due to the need to wear a mask, the slowing of language development and the inability to see and apply facial expressions and gestures, and the fact that most of his time is education through the internet. It can be said that the child's inability to apply the correct body posture by having to spend his life in the same position may cause difficulties in communicating effectively in the future.

According to Ergin (2003), a preschool period covering the age of 0-6 is one of the most critical periods of life due to personality formation and shaping, acquisition of basic knowledge, skills and habits, and its effect on the following years. The child's essential knowledge, skills, and practices at an early age can shape the child's emotional life in his later years. According to this explanation, it can be said that the most critical period for the child is the age range of 0-6, and the child's personality will be formed according to the knowledge, skills and habits that he will acquire in this period. Based on all these statements, it can be said that the child should have communication skills in the early period in order not to experience communication problems in his later years, he should grow up as a child who can quickly enter the group of friends, and educational institutions have an important place in terms of developing his language and communication skills. From this point of view, the primary purpose of this study is to reveal how children aged 2-5 are affected by the pandemic process and to reveal the communication behaviours that today's children, who will be the future generation, can exhibit in the future.

Literature Review

It is known that the most critical developmental period of children, who will form our future from history to the present, is school age. With the process experienced since March 10, 2020, when the first case was seen in the TRNC, there has been a period in which children's everyday lifestyles, education levels, social activities and game skills have changed. Depending on this process, parents' daily life, business life, income status, etc. As many areas were affected, children's living conditions, education and learning skills sharing with friends, and their relations with teachers were moved to an online

environment. It is known that there are many positive and negative effects on them between this online space and home quarantine (Özyürek and Çetinkaya, 2021).

UNESCO (2020) has identified situations that negatively affect children during the pandemic. First of all, he explained that school affects children's basic development skills. The online education period is described as 'interrupted learning' because students are deprived of their right to education and training. In addition, they stated that the children of families in socioeconomic need receive food and nutrition aid at schools. Still, they experience problems in their nutrition because they cannot benefit from these opportunities through this process. At the same time, the online education model was immediately adopted for the disrupted education process. Still, it was concluded that there are not enough internet and computer facilities in every home in terms of technology. Socially, children were deprived of their social activities and sharing environments in the closure process because they were not in the school environment (Gonca and Wolff, 2021).

It has been concluded that school-age children socialize in terms of education and their age group of friends and stay away from social communication in sharing and creativity. It has been supposed that the school environment, which is seen as the most important place in terms of education and learning, helps children to exhibit healthy behaviours. Still, on the contrary, negative behaviours increase with closure during the quarantine process (Panagiotis, 2021). It has been revealed that the long-term exposure of children to the home environment with the quarantine process has many adverse effects in terms of psychological, physical and mental health. It has been observed that the mental status of children will be affected depending on the education and learning outcomes that school-age children can access in the classroom and the deprivation of entertaining activities (Sarıtaş and Barutçu, 2020).

The Importance of Development in Early Childhood

We now know very well that the period from pregnancy to the first three years is the most critical period for ECD. During this period, the child's brain is developing faster than ever before, by the age of 3, 80% of the brain is formed. During these years, the child needs a safe, secure and loving environment for the brain to develop in a healthy way and reach its full capacity. Families or caregivers should provide them with proper nutrition and support their mental development with the right stimuli during this period. Solid foundations laid in this period of opportunity can ensure that the health and well-being of the individual continues throughout life and is passed on to future generations. Children develop in four areas: motor, cognitive, social-emotional and language. Since there are individual differences in the development process, no child shows the same development speed in any development areas in question. Every child's family structure, culture and background are different. For this reason, there cannot be a "uniform" assessment in early childhood. Accordingly, "uniform" assessment is insufficient to identify and meet the child's needs of this period. While making the evaluation, first of all, the skill or skills to be evaluated should be determined (Tunçeli and Zembat, 2017). Based on this definition, it can be said that after the evaluation, the most appropriate method or methods should be selected for assessment. Children in early childhood learn not through pen and paper or abstract thinking; constructs through their experiences and interactions.

Children must touch objects, manipulate them, and create visuals to learn. They must act, model, speak and sing, work and play by listening to the stories they are told. Evaluation in early childhood is very different from the evaluation of older children. The

most important of these differences is the learning styles of early childhood children. We can list the difficulties of evaluating the early childhood child: Development is rapid, the child follows a unique path, and is greatly influenced by the environment. In this period, considering children by doing one-to-one studies will help obtain more accurate results. While making these assessments, the most crucial factor is children's short attention span. Taking this detail into account, short-term sessions should be organised, or the sessions should be spread over a more extended period (Tunçeli and Zembat, 2017). In the light of this information, it can be said that time is an essential factor for evaluation. Therefore, the evaluation should be planned and applied to obtain accurate and efficient data.

Children and Communication

With the pandemic process, some changes have occurred in domestic habits and life practices, and mothers, fathers and children have had to be intertwined. With the increase in verbal and non-verbal communication within the family and the state of spending more time together than ever, maintaining a healthy relationship and communication has become a very important point. In this process, the cooperation of the parents and the communication through the language of I can help to establish empathy between people and prevent conflict. Communication is a process in which feelings and thoughts are transferred, received and interpreted verbally or non-verbally. Communication; It is examined under three main headings: verbal communication, non-verbal communication, and written communication. The first communication between parent and child begins in the prenatal period and continues throughout life. With the start of the pregnancy process, the mother and father start to communicate with the child, talk to him and show love. According to the research, it has been revealed that children remember the music, tone of voice and the like that they can feel, hear and frequently hear in the womb after birth and relax through them in times of crisis. After delivery, communication between mother, father and child is shaped by diversification. The tone and emphasis of voice, facial gestures and facial expressions, the correctness or inaccuracy of the sentence, the behaviour and the gaze used by the mother and father while communicating with their child is of great importance.

The anxiety and stress of the parents, their social life, work-life, and their behaviour towards each other as parents and spouses form the communication within the family and design the cornerstones of communication between the parents and their children. The quality of the communication between the parent and the child, the communication within the family, the communication established during the game, the conversations with the child; is seen that affects adolescent relations, communication and interaction with peers, academic success and positions in social life (Döğer and Kılınç, 2021). Based on this information, it can be said that one of the most critical steps to eliminate the negative situations that may occur on children during the socialisation period caused by the Covid-19 epidemic is parent-child communication. Parents need to play cooperative games and prefer physical activity to protect them from negative emotions caused by fear and anxiety in the family.

Keeping children closed at home due to Covid-19 has had adverse effects on their physical and mental health. Studies have shown that children are less physically active when they do not go to school for a long time, their sleep patterns change due to long hours of screen time, and unhealthy food preferences will have negative consequences on their physical, mental, spiritual and psychological health (Sarman et al., 2022). During the

pandemic, many parents tried to establish a stronger bond with their children and communicate and build better (Aydemir, 2022).

Effects of COVID-19 on Children

The widespread use of technology in children has had positive or negative effects on children. In the article of Limone P et al. published in the "Brain Sciences" Journal, it is reported that the use of technology in children increased by 15 percent during the pandemic process, and the use of smartphones was 61.7 percent. Increased use can compromise sleep and cognitive abilities and pose a risk for diseases such as depression, anxiety, and attention-deficit/hyperactive disorder. In addition, there are data that digital games reduce depression and anxiety in children and increase creativity, skills and cognition. The duty of parents is to monitor their children's mental health and behavior and to control technology use in these difficult pandemic times.

For children caught at the height of the crisis, the effects of this situation are very likely to change their lives permanently. Children who face severe deprivation of nutrition, protection and stimuli during a critical period of early childhood development or are exposed to toxic stress for a long time are likely to suffer lifelong problems as their neurological development will be damaged. Children out of school will not only have higher risks of child marriage, child labour and adolescent pregnancy, but their lifetime earnings potential will drop dramatically. In this period of more intense stress, children who witness the breakdown of families are at risk of losing the sense of support and security that determines their well-being (www.unicef.org, 2020). Within the framework of this information, it is possible to say that the COVID-19 epidemic may have devastating consequences for many children worldwide. The Pandemic poses a significant risk to the rights, safety and development of all children worldwide. To minimise these risks, it can be mentioned that global solidarity should be implemented. For this, it can be said that everyone can be informed in three areas: knowledge, solidarity, and action. The process can only be overcome by being united. At this point, all humanity has significant responsibilities.

It has been concluded that school-age children socialize in terms of education and their age group of friends and stay away from social communication in sharing and creativity. It has been supposed that the school environment, which is seen as the most important place in terms of education and learning, helps children to exhibit healthy behaviours. Still, on the contrary, negative behaviours increase with closure during the quarantine process (Sağlık, 2022).

Methodology

The participants of this study are 300 parents who lives in the Northern Cyprus and whose children aged 2-5 are selected through an easily accessible sample of children attending school in the 2021-2022 academic year. Surveys were collected and analyzed between October 2021 and January 2022. In the study, 171 mothers and 129 fathers living in Northern Cyprus's city's which are Nicosia, Kyrenia, Famagusta and Güzelyurt were selected using a random sampling method within the scope of the validity and reliability of the scale. The number of boys included in the study is 147, and the number of girls is 153. Factor analysis can be expressed as multivariate statistics that aims to find fewer new conceptually meaningful variables by bringing together many interrelated variables. As a data collection tool in the research, the "Effect of the pandemic in future generations scale"

developed by the researchers to measure the communication skills of children aged 2-5 was used. For the scale of the effect of the Pandemic in future generations to be valid and reliable, various cities (Nicosia, Kyrenia, Famagusta, Guzelyurt) of Northern Cyprus districts were included in the research, and the mother or father was given the effect of the Pandemic in the future generations form. According to Tunçeli and Zembat (2017), early childhood covers the 0-8 age range of human life, and children take half of the distance they will cover throughout their lives in many developmental areas during this period. This research is vital in revealing the communication skills of children aged 2-5 years in early childhood, exposed to many restrictions due to the Pandemic or their difficulties in communication skills.

Results and Analysis

The study aims to determine how children in the early childhood period of 2-5 years are affected by the Pandemic. The findings regarding how it may affect the future are given below. Barlett's sphericity test can be used to test the hypothesis that "correlations in the correlation matrix equal zero" in a situation where the test bear is less than five times the variable bear. In cases where the samples are large, although the correlations are low, they may be significant depending on the test result.

The factorability state of R,

a) tests of significance of correlation coefficients between variables, and

b) It can be examined using Kaiser's measure of sampling adequacy.

R is factorisable if the correlation is significant for many variable pairs. Kaiser's measure is the ratio of the sum of the squares of the correlation coefficients to the value obtained by adding the sum of the courts of the partial correlations to this sum. This value approaches 1.0 if the partial correlations are small. On an excellent Factor Analysis, this value should be 0.6 and above (Büyüköztürk, 2002). Based on this information, it can be said that the research is suitable for factor analysis since the KMO value is 0.818.

Table 1. Factor Size

Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings	
Component	Total	% of Variance	Cumulative %	Total	% of Variance
1	6,379	49,066	49,066	6,379	49,066
2	1,485	11,426	60,492	1,485	11,426
3	,980	7,536	68,028		
4	,884	6,801	74,828		
5	,843	6,482	81,310		
6	,680	5,229	86,539		
7	,468	3,602	90,141		
8	,404	3,106	93,248		
9	,258	1,986	95,234		
10	,212	1,630	96,864		
11	,189	1,457	98,321		
12	,124	,951	99,272		
13	,095	,728	100,000		

Based on Table 1, it can be said that the research has a two-dimensional structure, and the factor's contribution to the variance is 60%.

The "demographic information form" analyses to reveal the demographic structure of the mothers and fathers participating in the research are shown in Table 2 and Table 7. According to the result in Table 2, which shows the education levels of the parents, mothers or fathers who are primary or secondary school graduates constitute 11% of the research. Only 11% of parents are less educated.

Based on Table 2, it can be said that the education level of the parents participating in the research is high. According to this table, 37% of the participating mothers completed high school, 42% completed their university education, and 10% completed their master's or doctorate education. 50% of the participant fathers completed high school, 37% university and 2% master or doctorate education.

Table 2. Education Level of Mother and Father

Mother_Education

		Frequency	Percent	Valid Percent	Ablo Cumulative Percent
Valid	Primary school	18	6,0	6,0	6,0
	Middle School	15	5,0	5,0	11,0
	High School	111	37,0	37,0	48,0
	University	126	42,0	42,0	90,0
	Master/PhD	30	10,0	10,0	100,0
	Total	300	100,0	100,0	

Father_Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Primary school	12	4,0	4,0	4,0
	Middle School	21	7,0	7,0	11,0
	High School	150	50,0	50,0	61,0
	University	111	37,0	37,0	98,0
	Master/PhD	6	2,0	2,0	100,0
	Total	300	100,0	100,0	

Table 2.1 Education Level of Cities of Northern Cyprus

NICOSIA	101
KYRENIA	82
FAMAGUSTA	78
GÜZELYURT	39
TOTAL	300

Table 2.2 Education Level of Cities of Northern Cyprus

	MOTHER	FATHER	BOY	GIRL
NICOSIA	58	43	49	52
KYRENIA	47	35	40	42
FAMAGUSTA	44	34	38	40
GÜZELYURT	22	17	19	20
TOTAL	171	129	147	153

Table 2.3 General Education Level of Cities of Northern Cyprus

	NICOSIA	KYRENIA	FAMAGUSTA	GÜZELYURT
PRIMARY SCHOOL	5	4	4	2
MIDDLE SCHOOL	6	4	4	2
HIGH SCHOOL	44	35	33	18
UNIVERSITY	39	33	31	14
MASTER / PhD	7	6	6	3
TOTAL	101	82	78	39
300				

Table 2.4 Mother's Education

	NICOSIA	KYRENIA	FAMAGUSTA	GÜZELYURT
PRIMARY SCHOOL	3	3	3	1
MIDDLE SCHOOL	3	2	2	1
HIGH SCHOOL	22	17	16	9
UNIVERSITY	24	20	18	9
MASTER / PhD	6	5	5	2
TOTAL	58	47	44	39
171				

Table 2.5 Father's Education

	NICOSIA	KYRENIA	FAMAGUSTA	GÜZELYURT
PRIMARY SCHOOL	2	1	1	1
MIDDLE SCHOOL	3	2	2	1
HIGH SCHOOL	22	18	17	9
UNIVERSITY	15	13	13	5
MASTER / PhD	1	1	1	1
TOTAL	43	35	34	17
129				

According to Table 3, 89% of the parents participating in the study are married. According to this rate, it can be said that 89% of the children of the families participating in the research spent their time in the family environment during the pandemic process.

Table 3. Marital Status of the Mother or Father

Marital_Status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Married		89,0	89,0	89,0
	Devorced	30	10,0	10,0	99,0
	Widow	3	1,0	1,0	100,0
	Total	300	100,0	100,0	

Table 3.1 City's of Marital Status of the Mother or Father

GENERAL

	MARRIED	DIVORCE	WIDOW
NICOSIA	90	10	1
KYRENIA	73	8	1
FAMAGUSTA	69	8	1
GUZELYURT	35	4	0
TOTAL	267	30	3
TOTAL	300		

Table 3.2 City's of Marital Status of the Mother

	MARRIED	DIVORCE	WIDOW
NICOSIA	52	6	0
KYRENIA	42	5	0
FAMAGUSTA	39	5	0
GUZELYURT	20	2	0
TOTAL	171		

Table 3.3 City's of Marital Status of the Father

	MARRIED	DIVORCE	WIDOW
NICOSIA	38	4	1
KYRENIA	32	2	1
FAMAGUSTA	30	3	1
GUZELYURT	15	2	0
TOTAL	129		

Majority of participants are married and majority of participants are from Nicosia.

Table 4. Active Working Status of Mother or Father

Mother

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working	116	68,0	68,0	68,0
	Not Working	55	32,0	32,0	100,0
	Total	171	100,0	100,0	

Father

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Working	294	98,0	98,0	98,0
	Not Working	6	2,0	2,0	100,0
	Total	129	100,0	100,0	

According to Table 4 above, 68% of the mothers and 98% of the fathers participating in the study are active in business life. According to this table, it can be said that most of the participants were working, and they continued their business life in the conditions stipulated by the process during the Pandemic. Majority have active professional life of both fathers and mothers. Their professional life continued normally despite the Covid measures.

Table 4.1 Active Working Status of Mother or Father

GENERAL

	WORKING	NOT WORKING
NICOSIA	81	20
KYRENIA	66	16
FAMAGUSTA	63	15
GUZELYURT	32	7
TOTAL	242	58
300		

Table 4.2 Active Working Status of Mother

	WORKING	NOT WORKING
NICOSIA	39	19
KYRENIA	32	15
FAMAGUSTA	30	14
GUZELYURT	15	7
TOTAL	116	55
171		

Table 4.3 Active Working Status of Father

	WORKING	NOT WORKING
NICOSIA	42	1
KYRENIA	34	1
FAMAGUSTA	33	1
GUZELYURT	17	0
TOTAL	126	3
129		

50% or more mothers continued their jobs during pandemic and almost all father continued working.

Table 5. Family Income Level

Income_TurkishLira

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5000	39	13,0	13,0	13,0
	5001-10000	117	39,0	39,0	52,0
	10001-15000	96	32,0	32,0	84,0
	15001-20000	30	10,0	10,0	94,0
	20000+	18	6,0	6,0	100,0
	Total	300	100,0	100,0	

According to Table 5, the total income level of the parents is between 5001-10000 Turkish Liras at the rate of 39%, the total income of 32% is between 10001-15000 Turkish Liras (TL), and 6% of them have a total revenue of 20000 Turkish Liras and above. Only 13% of the participants have a maximum income of 5000 Turkish Liras. When the study was started, the minimum wage in Northern Cyprus was 4 thousand 970 TL in gross and 4 thousand 324 TL in the net.

Table 5. 1 General Family Income Level

Income_TurkishLira

	NICOSIA	KYRENIA	FAMAGUSTA	GUZELYURT	TOTAL
0-5000	13	11	10	5	39
5000-10000	39	32	30	16	117
10001-15000	32	26	25	13	96
15001-20000	10	8	8	4	30
20001-	7	5	5	1	18
TOTAL	101	82	78	39	300

Table 5.2 Mother Income Level

	NICOSIA	KYRENIA	FAMAGUSTA	GUZELYURT
0-5000	7	6	6	3
5000-10000	22	18	17	8
10001-15000	18	15	14	7
15001-20000	6	5	4	3
20001-	5	3	3	1
TOTAL	58	47	44	22
171				

Table 5.3 Father Income Level

	NICOSIA	KYRENIA	FAMAGUSTA	GUZELYURT
0-5000	6	5	4	2
5000-10000	17	14	13	8
10001-15000	14	11	11	6
15001-20000	4	3	4	1
20001-	2	2	2	0
TOTAL	43	35	34	17
129				

Table 6. Number of Children in the Family
Number_Child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	90	30,0	30,0	30,0
	2	135	45,0	45,0	75,0
	3+	75	25,0	25,0	100,0
	Total	300	100,0	100,0	

The number of children of the parents participating in the study is given in Table 6. According to this table, 30% of families have one child, 45% have two children, and the remaining 25% have at least three children. According to Table 6, it can be said that while 30% of the children of the families participating in the research had to spend their time only with their mother or father during the pandemic process, 70% of them were with their siblings and did not fall behind in play activities.

Table 6.1 Number of Children in the Family
GENERAL

				TOTAL
	1	2	3+	
NICOSIA	30	45	26	101
KYRENIA	25	37	20	82
FAMAGUSTA	23	35	20	78
GUZELYURT	12	18	9	39
TOTAL	300			

Table 6.2 Number of Children in the Family

MOTHER

				TOTAL
	1	2	3+	
NICOSIA	17	26	15	58
KYRENIA	14	21	12	47
FAMAGUSTA	13	20	11	44
GUZELYURT	7	10	5	22
TOTAL	171			

Table 6.3 Number of Children in the Family

FATHER

				TOTAL
	1	2	3+	
NICOSIA	13	19	11	43
KYRENIA	11	16	8	35
FAMAGUSTA	10	15	9	34
GUZELYURT	5	8	4	17
TOTAL	129			

Table 7. Educational Status of the Child

Edu_Child

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Pre-school	75	25,0	25,0	25,0
	Primary school	111	37,0	37,0	62,0
	Other	114	38,0	38,0	100,0
	Total	300	100,0	100,0	

According to Table 7, 25% of the children included in the study have not started preschool, 37% in primary school, and 38% have not started school yet.

Table 7.1 Educational Status of the Child

GENERAL

	NICOSIA	KYRENIA	FAMAGUSTA	GUZELYURT
Pre-school	25	21	20	10
Primary school	37	30	29	14
Other	39	31	29	15
TOTAL	101	82	78	39
300				

Table 7.2 Educational Status of the Child
MOTHER

	NICOSIA	KYRENIA	FAMAGUSTA	GUZELYURT
Pre-school	14	12	12	6
Primary school	21	17	16	8
Other	23	18	16	8
TOTAL	58	47	44	22
171				

Table 7.3 Educational Status of the Child
FATHER

	NICOSIA	KYRENIA	FAMAGUSTA	GUZELYURT
Pre-school	11	9	8	4
Primary school	16	13	13	6
Other	16	13	13	7
TOTAL	43	35	34	17
129				

Table 8 shows the total variance according to the answers given by the mothers or fathers who participated in the questionnaire about the child's change in the pandemic process. Responses were received from one to five, respectively, as "Strongly Agree", "Agree", "I am undecided", "Disagree", "I strongly disagree" to the questionnaire consisting of a five-point Likert scale. Except for the demographic questions asked to the parents participating in the study, the response rates and analyses of the 13 questions used to measure are given below in Table 8.

Table 8. Effects of the Pandemic on Children
Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	
	Total	% of Variance	Cumulative %	Total	% of Variance
1	6,379	49,066	49,066	6,379	49,066
2	1,485	11,426	60,492	1,485	11,426
3	,980	7,536	68,028		
4	,884	6,801	74,828		
5	,843	6,482	81,310		
6	,680	5,229	86,539		
7	,468	3,602	90,141		
8	,404	3,106	93,248		
9	,258	1,986	95,234		
10	,212	1,630	96,864		
11	,189	1,457	98,321		
12	,124	,951	99,272		
13	,095	,728	100,000		

Table 9. Social Activity Change in the Pandemic Process
Social_Activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	165	55,0	55,0	55,0
	Agree	108	36,0	36,0	91,0
	Not Decided	18	6,0	6,0	97,0
	Strongly Disagree	9	3,0	3,0	100,0
	Total	300	100,0	100,0	

According to Table 9, while 55% of the children of the families participating in the study during the pandemic process changed their social activities, there was a change in 36%. While 6% of the participants answered disagree, 3% strongly disagreed. According to this table, 91% of the participating families stated that there was a change in the social activity of their children.

Table 10. Sleep Pattern Change in the Pandemic Process
Sleep_Pattern

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	84	28,0	28,0	28,0
	Agree	87	29,0	29,0	57,0
	Not Decided	3	1,0	1,0	58,0
	Disagree	75	25,0	25,0	83,0
	Strongly Disagree	51	17,0	17,0	100,0
	Total	300	100,0	100,0	

According to Table 10, 28% of the children of the families participating in the study agreed with the change in sleep patterns during this process, while 29% only agreed. While only one person was undecided about the question, 25% stated they did not agree, and 17% indicated they did not agree. According to this table, it can be said that 57% of the children of the participants answered the question positively and that the children of the majority of the participants experienced a 57% change in sleep patterns in this process. Since the positive and negative returns are close to each other, it cannot be said that there has been a significant change.

Table 11. Change in Child's Diet

Diet

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	84	28,0	28,0	28,0
	Agree	72	24,0	24,0	52,0
	Not Decided	6	2,0	2,0	54,0
	Disagree	84	28,0	28,0	82,0
	Strongly Disagree	54	18,0	18,0	100,0
	Total	300	100,0	100,0	

According to Table 11, feeding time was irregular in 28% of the children of the participants. While 24% agreed with the question, two people were undecided. While 28% of the mothers or fathers did not agree with the question, 18% stated that they did not change. Since the positive or negative answers given to the question were close to each other, it was concluded that a significant change could not be mentioned.

Table 12. Use of Electronic Devices in the Pandemic Process

Electronic_Device

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	222	74,0	74,0	74,0
	Agree	57	19,0	19,0	93,0
	Not Decided	3	1,0	1,0	94,0
	Disagree	12	4,0	4,0	98,0
	Strongly Disagree	6	2,0	2,0	100,0
	Total	300	100,0	100,0	

The families of children who had to spend more time at home with the start of the restrictions were asked about the change in the child's use of electronic devices, and 74% of the participants stated that there was an absolute increase, while 19% stated that there was an increase. According to Table 12, it can be said that there is an increase in the use of electronic devices at a rate of 93%.

Table 13. Social-Emotional Behavior Change in Child

Social_Emotinal

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	102	34,0	34,0	34,0
	Agree	159	53,0	53,0	87,0
	Not Decided	6	2,0	2,0	89,0
	Disagree	18	9,0	9,0	98,0
	Strongly Disagree	6	2,0	2,0	100,0
	Total	300	100,0	100,0	

According to the data in Table 13, while the rate of mothers or fathers who stated that their children had social and emotional changes during the pandemic process was 34%, the rate of mothers or fathers who answered this question was 53%. According to this table, 87% of mothers or fathers stated social-emotional changes in their children.

Table 14. Behavior Change in Child During the Pandemic Process

Behavior

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	93	31,0	31,0	31,0
	Agree	162	54,0	54,0	85,0
	Not Decided	9	3,0	3,0	88,0
	Disagree	33	11,0	11,0	99,0
	Strongly Disagree	3	1,0	1,0	100,0
	Total	300	100,0	100,0	

According to Table 14, while the rate of mothers or fathers agreeing that their child has changed behaviour during the pandemic process is 31%, the rate of parents agreeing that there has been a change is 54%. Accordingly, it can be said that 85% of children have behavioural changes.

Table 15. The Rate of Speech Delay in Children Due to the Pandemic

Speech_Delay

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	81	27,0	27,0	27,0
	Agree	75	25,0	25,0	52,0
	Not Decided	21	7,0	7,0	59,0
	Disagree	93	31,0	31,0	90,0
	Strongly Disagree	30	10,0	10,0	100,0
	Total	300	100,0	100,0	

According to Table 15, the rate of mothers or fathers who state that their child has difficulty speaking according to his age is 27%, while the rate of parents who say they do is 25%. Since the number of mothers or fathers who answered the question positively or negatively is close to each other, according to this study conducted on 300 children, the number of children with speech difficulties is 156. Therefore, it cannot be said that it has a significant effect

Table 16. Change in Child's Self-Care

Self_Care

		Frequency	Percent	Valid Percent	Cumulative Percent
	Absolutely Agree	51	17,0	17,0	17,0
	Agree	66	22,0	22,0	39,0
	Not Decided	39	13,0	13,0	52,0
	Disagree	99	33,0	33,0	85,0
	Strongly Disagree	45	15,0	15,0	100,0
	Total	300	100,0	100,0	

According to Table 16, the number of parents who say that there has been a change in the child's self-care during the pandemic process is 51, and the number of parents who say that there has been a change is 66. According to this table, it can be said that most of the children did not experience any difference in self-care.

Table 17. Change in Child's Learning Time

Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	87	29,0	29,0	29,0
	Agree	108	36,0	36,0	65,0
	Not Decided	6	2,0	2,0	67,0
	Disagree	90	30,0	30,0	97,0
	Strongly Disagree	9	3,0	3,0	100,0
	Total	300	100,0	100,0	

Parents were asked whether they observed a change in their children's learning time during the pandemic process. While 29% of the parents who participated in the study said there was a change, 36% stated a change. While the rate of parents who answered positively to the question was 65%, it was 33% who gave a negative answer. Accordingly, it can be said that most children aged 2-5 hurt learning.

Table 18. Change in Perspective on Lessons and Activities

Lessons_Activities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	69	23,0	23,0	23,0
	Agree	117	39,0	39,0	62,0
	Not Decided	9	3,0	3,0	65,0
	Disagree	93	31,0	31,0	96,0
	Strongly Disagree	12	4,0	4,0	100,0
	Total	300	100,0	100,0	

Table 18 shows the rate of change in children's perspectives on lessons and activities during the Pandemic. The total rate of parents who answered the question positively is 62%, and in comparison, the actual rate of parents who gave a negative answer to the question is 35%. According to this table, it can be said that the majority of children's perspectives towards lessons and activities have changed slightly.

Table 19. Change of Perspective on Friends in the Pandemic Process

Friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	102	34,0	34,0	34,0
	Agree	93	31,0	31,0	65,0
	Not Decided	15	5,0	5,0	70,0
	Disagree	81	27,0	27,0	97,0
	Strongly Disagree	9	3,0	3,0	100,0
	Total	300	100,0	100,0	

The parents participating in the study were asked whether there was a change in their children's desire to meet with their friends during the pandemic process. While 34% of the mothers or fathers stated that there was a change in the question, 31% said there was no change, 27% said it was not, and 3% did not. According to this table, the rate of those who answered positively to the question is 65%, and those who gave negative answers is 30%. Accordingly, it can be said that most of the children who are the subject of the research have changed their point of view towards their friends.

Tablo 20. Change in Teacher's Perspective

Teacher_Perspevtive

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	75	25,0	25,0	25,0
	Agree	60	20,0	20,0	45,0
	Not Decided	39	13,0	13,0	58,0
	Disagree	93	31,0	31,0	89,0
	Strongly Disagree	33	11,0	11,0	100,0
	Total	300	100,0	100,0	

In Table 20, the change in the child's perspective towards his teacher was asked. Accordingly, while the total rate of those who answered positively to the question is 45%, the actual rate of those who responded negatively is 42%. Accordingly, it cannot be said that the child's falling behind in his social life during the pandemic period has significantly changed his perspective towards his teacher.

Table 21. Change of Perspective Against School

School_Perspevtive

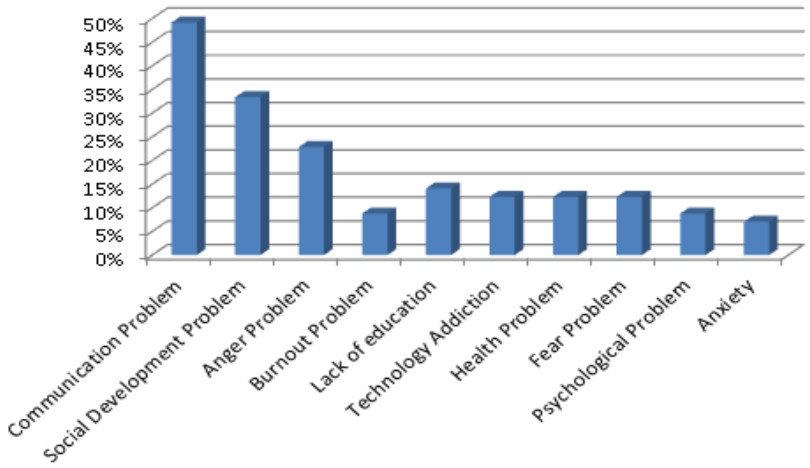
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Absolutely Agree	84	28,0	28,0	28,0
	Agree	69	23,0	23,0	51,0
	Not Decided	18	6,0	6,0	57,0
	Disagree	96	32,0	32,0	89,0
	Strongly Disagree	33	11,0	11,0	100,0
	Total	300	100,0	100,0	

According to Table 21, while the rate of parents who say that the child's perspective on school has changed is 28%, the rate of parents who say they have changed is 23%. While 6% were undecided on this question, 32% did not agree, and 11% did not agree strongly. Since the rate of positive response to the question is 51%, it cannot be said that the child's perspective on school has changed significantly.

Within the scope of the research, the participants were asked, "What do you think is the effect of Covid-19 on your child's future?" A question was asked in the form of a question, and it was tried to analyse ten words determined by the researcher. In this context, the graph of the parents' answers, including the determined words, is given in Table 22 and Table 23.

According to Table 22, 84 of the 171 mothers who participated in the study stated that their children would have difficulty communicating with their environment in the future. At the same time, this figure corresponds to 49% and ranks first because it is the most repeated word according to the study. Likewise, 57 of the mothers who participated in the survey stated that their children would have social development problems. This figure corresponds to 33% as a rate. "Social development problem" in the list of words took second place as the most frequently given answer.

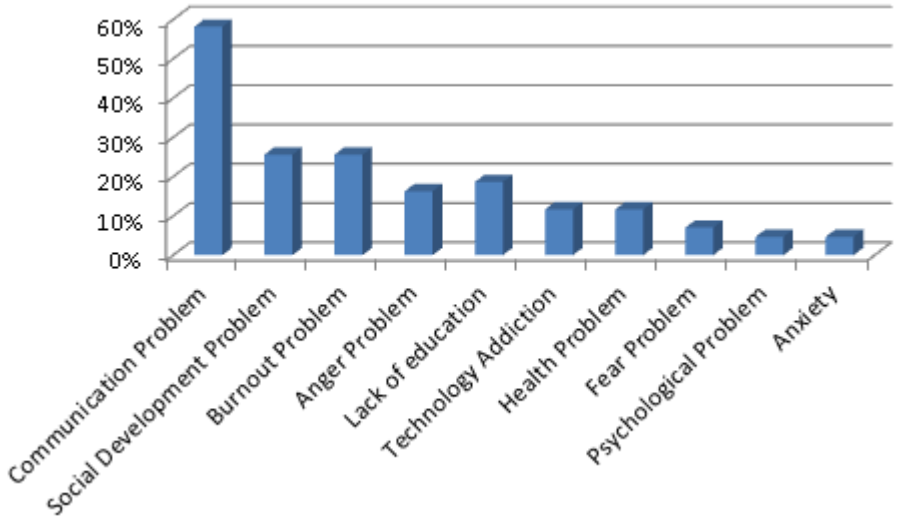
Table 22. The Rate of Using the Determined Words by the Mother



According to Table 23, 39 of 171 mothers predicted that their child has an anger problem and that this problem may continue in the future, while the rate of mothers who gave an anger response was the third in the order of the most repeated words as 23%. In addition, 14% of the mothers participating in the study stated that their child would have a problem of lack of education due to the interruption of face-to-face teaching, and the issue of "lack of education", which is among the determined words, took the fourth place in the list of the most used words. The education problem was followed by "technology addiction", "fear", and "health problems", with a rate of 12%. 9% of the mothers who participated in the study stated that they predicted that they might experience burnout in the future because their children are not happy and unsatisfied today. They also indicate that they may have psychological problems at the rate of 9%. These two problems in the word list of the study took sixth place with a rate of 9%.

"Anxiety", which is in the list of words within the scope of the study, was expressed by 7% of the mothers and was in the seventh and last place of the list.

Table 23. The Rate of Using the Determined Words by the Father



The words in the word list and the most frequently used words by fathers are given in Table 23. Accordingly, 75 of 129 fathers who participated in the study stated that their children would have difficulty communicating in the future. This number constitutes 58% of the fathers, and it was the most used word according to the list. Two of the most frequently used words by fathers were "social development problem" and "burnout", and these two words took second place with a rate of 26%. As seen in Table 23, according to 19% of fathers, their children are likely to lack education in the future, and the rate of fathers who say that their children's current anger problem may also affect their future lives is 16%. According to the study, 12% of fathers stated that their children might experience technology addiction and health problems in the future. While 7% of fathers said that their children might have fear problems in the future, 5% predicted that they might have anxiety and psychological issues. As shown in Table 22 and Table 23, most of the mothers or

fathers participating in the study stated that their child might have communication difficulties in the future, followed by the social development problem in the second place.

The pandamic that lasted for over 24 months has caused much that can hardly be reversed in the cognitive behaviour of children between aged 2-5 years. The resultant effect of pandemic will differ in children based on the status they fall into as at the look down period. Children who are with father and mother alone small family with one child will have a bahavioural change compared to children with large families who have play groups to share life with.

Bahavioural changes in children as a result of the pandemic:

- Change in sleep pattern
- Change in use of electronics for example tv, phones etc.
- Change in feeding pattern
- Change in social and emotion for example attachment, self esteem and confidence level
- General behaviour change
- Insignificant change in improve speech but improved communication skills
- Change in self-care
- Change in learning attitude
- Slight change in desire to team up with friends
- Relationship management with peers have improved
- Pupils opinion towards their teachers have not change
- Children's persfective about school has not really changed
- Children would have difficulty communicating with their environmental in future
- Children would have social development problems
- Problem in managing anger
- Technology addiction leading to fear and health problems
- Restrictions curfew has affected children development in helping each other, sharing respecting the rights of one's friend, empathy sense of ownership and communication skills.

Concluding Remarks

Children's relative exposure to environmental risks compared to adults. They are known to be vulnerable, physical and mental health experiences in the first years of life. In this context, the impact of the whole world that can be experienced in "emergency" situations such as an epidemic to deal effectively with problems and and especially the psychosocial development of children, such as fear avoid long-term adverse effects on requires great effort (Wang, Zhang, Zhao, Zhang and Jiang, 2020). In particular, quarantine and/or such as maintaining social distance and isolation in the home environment social practices, especially children.

A child's playgroup with other children also affects his socialisation. Group games are not just games. Children in these games; learns and develops by helping each other, sharing, respecting the rights of one's friend, empathy, sense of ownership, and communication skills (Ministry of National Education, 2015, p. 3). At this point, it can be mentioned that the effects of the restrictions or curfews taken during the pandemic process on children in the 2-5 age group cannot complete their social development by staying away from the park, school or friends. Raising a child by isolating him from society will negatively affect his social development. The more the child communicates with other

people, the more experience he will have and the easier he will prepare for life. This will positively affect his social development (Ministry of National Education, 2015, p. 4). In this context, it can be said that the child's socialisation is crucial in terms of healthy communication with the environment in his future life. It will be inevitable for children who have to go through this process asocial to become individuals who fear or worry about life in the future, therefore more introverted and addicted to technology, and therefore have physical and health problems. Within the scope of this study, 171 mothers and 129 fathers were interviewed, and 30 questions were asked to them. According to the quantitative survey results, 93% of the parents participating in the study responded positively to the increase in their child's use of electronic devices. Accordingly, the highest rate was seen in the use of electronic devices.

This rate was followed by a positive response to social activity change with 91%. The positive response rate of the parents participating in the study to the social-emotional behaviour change in their child was 87%, and it took third place with the highest positive response rate. Behaviour change took fourth place with a high speed, and an 85% positive response was given. As a result of the qualitative study, 171 mothers and 129 fathers answered what kind of impact the pandemic process might have on their children in the future. Thus, the "communication problem" in the word list was placed first as it was the most frequently given answer in the qualitative study. The second most common answer was that their children might experience social development problems. According to the mother, the child is likely to have an anger problem, while the third effect is burnout, according to the father, and the fourth possible effect is anger. The study was carried out on 300 people, and the correctness of the assumption with the answers that the Pandemic will cause communication and social development problems in the next generation. As a result, as stated in the hypothesis, it has been concluded that children in early childhood who grew up during the pandemic period will not be able to communicate in the future because they cannot complete their social development today. In this study, according to both the current effects of the restrictions and closure decisions taken to prevent or minimise the transmission due to the COVID-19 Pandemic, which affects the whole world, on children aged 2-5 years in early childhood, as well as the impression of the mother or father on their child. It was made to reveal what effects it might have in the future. Future studies may be more comprehensive and on different age groups.

Research Limitations and Future Directions

In this study, according to both the current effects of the restrictions and closure decisions taken to prevent or minimise the transmission due to the COVID-19 Pandemic, which affects the whole world, on children aged 2-5 years in early childhood, as well as the impression of the mother or father on their child, It was made to reveal what effects it might have in the future. Future studies may be more comprehensive and on different age groups.

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