

Original Research Paper

Child Engagement with Digital Devices During the COVID-19 Epidemic in the Global South: Are our Parents and Children Equipped to Make the Best use of these?

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Abstract: Since the outbreak of COVID-19, the lives of children all over the globe have changed. Due to the social isolation and lockdown laws, the techniques of education, entertainment, communication, and many other areas of the home restricted children's lives have been transposed. Institutional education in Bangladesh has been halted and the country has shifted its focus to online learning environments. The use of digital devices by children has increased dramatically in recent years. Children who were restricted to their homes used technology not just for study, but also for social communication, amusement, and keeping themselves occupied in their spare time. This study investigates the impact of these interactions to determine the positive influence as well as potential hazards and threats to children when they utilize digital technology. This article offers qualitative research with a total of 41 participants from Sylhet, Bangladesh's northern town, that examines how technology has influenced the lives of children and their families as a whole. The project demonstrated the difficulties that children and parents faced while using digital gadgets and platforms. We looked at the areas where parents should be cautious to protect their children from having a negative experience with technology. Finally, this research has offered recommendations for children and their parents to utilize technology in a more meaningful way, particularly during the COVID-19 epidemic, and has provided guidelines for the safe use of online platforms and digital gadgets.

Keywords: COVID-19, Bangladesh, Digital Devices, Children

Introduction

COVID-19' (widely known as 'Coronavirus') was one of the most frequently used words around the globe for the last year (Rajput *et al.*, 2020). The spread of the Coronavirus has altered the daily lives of millions of people throughout the globe. This pandemic impacted people of all ages, cultures, beliefs, and societies (Azizzadeh *et al.*, 2020). Following the first terror and shock of COVID-19, governments and health authorities enforced total or partial lockdown. In the years 2020-21, this terrible illness claimed the lives of hundreds of thousands of people (WHO). Since early March 2020, schools have been mainly shuttered and campus activities have been restricted. Bangladesh's administration has extended the shutdown until now to protect the safety of the pupils. During that period, several academic institutes began offering online education to children and

adolescents to prevent academic loss. Nobody knows when the nationwide educational institution will be operational offline at this moment. However, millions of people hope that the situation will be brought under control soon and that their lives will return to normal.

Sylhet, Bangladesh's fourth biggest city, is located in the country's eastern region and has been devastated by the COVID-19 epidemic (Sylhet). Once school officials implemented remote learning for students, Sylheti parents, like all parents throughout the world, were initially perplexed, but they rapidly adopted the new standard educational procedure. Very quickly, the children's lives began to alter and at the same time, changes in the parents' lifestyles and thoughts began to emerge (Huq *et al.*, 2021). Not many families in developing countries like Bangladesh are extremely familiar with digital technologies (Khlaif and Salha, 2020). It is not usual in Sylhet for a school-aged kid to

own a digital device such as a laptop, computer, or smartphone for himself or herself. It is difficult for many families to pay to provide internet access to all members of the family. Even in many homes, just one or two rooms are available, which is insufficient for siblings to concentrate on online lectures (Ahmed *et al.*, 2017a). More significantly, children and even their parents lack appropriate understanding or competence about the security and privacy problems associated with digital technology and online education (Wang and Xing, 2018). There may be several advantages to online schooling, but there must also be drawbacks and hazards if we cannot be guided appropriately. These snacks have the potential to have far-reaching repercussions in the lives of youngsters.

This study focuses on determining the tendency of youngsters in Sylhet City to utilize digital gadgets during the epidemic. The way these youngsters engage with technology has a major influence on their development (Druin, 2009). Children are using technology for a variety of objectives, including enjoyment (music, YouTube, etc.), communication (email, Facebook, Whatsapp, etc.), and obtaining outside information (via online newspapers, books, etc.) (Topader, 2021). Because they are confined to their homes, they are using technology more frequently than they were previously. Hence technology is also playing a significant role in the development of their mental health. Their actions and attitudes have begun to be influenced by how they use technology. Because there are many items on the internet that are inappropriate for children, providing them with access to them will affect their psyche. We performed important instructive interviews with parents and children who primarily reside in metropolitan areas, as well as some observations, to gain a better understanding of children's attitudes about digital technology. While using the gadgets, the children's social, psychological, and physical difficulties were attempted to be recognized. The goal of this project is to provide recommendations to reduce the risk and danger of children using digital gadgets for education, pleasure, or lifestyle. We investigated the trend of children's device use and highlighted the negative consequences. Based on the literature review and interviews, this study proposed solutions to the challenges that children may face.

Background Study

Many studies have been performed on children's interaction patterns with digital gadgets. During the COVID-19 era, children's internet activities rose dramatically (Androustos *et al.*, 2021). Children, like adults, have been advised to stay at home since the onset of COVID-19. This was thought to be the greatest method to avoid being harmed (Ye, 2020). According to a study conducted by Drouin *et al.* (2020) on children of various age groups in the United States, 100% of children aged 13 to 18 used technology during the pandemic, while the

percentage was higher than 97% in the age group of 6 to 12 years and just below 85% in the age group of 0-5. A lot of kids utilized technology to learn. Online education regulations have been implemented in most areas of the globe to prevent academic loss among school-aged children and new online materials have been produced by education authorities for the benefit of school-aged children (Frenette *et al.*, 2020). Children utilize technology to learn online via distance teaching methods.

Apart from educational requirements, children also have used technology for accessing social media. Drouin *et al.* (2020) said that both parents and children expanded their usage of technology and social media during the COVID-19 epidemic. Children utilized social media for a variety of purposes, including communicating with their classmates during the era of social distance, gathering important information about the Coronavirus, and seeking social support during times of crisis (Drouin *et al.*, 2020). Children have also utilized technology for amusement, such as playing video games, listening to music, and so on (Goldschmidt, 2020).

According to Goldschmidt (2020), the well-being of children can be classified into 5 parts: Social, physical, emotional, intellectual, and spiritual. The authors say that during this pandemic, the well-being of the children is closely associated with their use of technology. Children utilized technology to stay socially linked because they couldn't attend a school or even the playground owing to social distancing regulations. They utilized their phones to contact their friends, as well as video calling and talk using other apps. Children did not fall into COVID-19's high-risk category for serious illness or hospitalization (Phelps and Sperry, 2020). Though many parents used telehealth services during the pandemic whenever they wanted to (Monaghesh and Hajizadeh, 2020). According to a survey done by Pammer *et al.* (2001) in Florida, the utilization of telehealth services differs across the state due to a variety of variables such as space constraints and staff training.

Ye (2020) focuses on the mental health of children during this period. The children's mental health suffered as a result of their extended stay at home (Wiederhold, 2020). Children who were subjected to extended quarantines suffered from sadness and stress symptoms (Liu *et al.*, 2020). For many youngsters, a longer period of soft home confinement resulted in poor mental health and avoidance behavior (Wiederhold, 2020). During the pandemic, anxiety levels in children and adolescents were significantly greater (Duan *et al.*, 2020). Many of these children's mental health issues are linked to their usage of social media (Drouin *et al.*, 2020). Research conducted by Frenette *et al.* (2020) shows that during the COVID-19 epidemic, children's anxiety rises in direct proportion to their usage of social media or technology.

Frenette *et al.* (2020) found that since schools were closed for such a long time during the COVID-19

epidemic, this might have a severe impact on the academic performance of children who are quarantined at home. During the epidemic, students' academic pursuits were moved to online resources and millions of students took online classes all around the world (Frenette *et al.*, 2020). During this period, Sintema (2020) performed research on the performance of Zambian grade 12 pupils. He discovered that pupils struggled the most in topics like mathematics, science, design, and technology. Students studying at level 4 and above are capable of making autonomous decisions while learning online, according to an Australian government briefing document on educational outcomes of children learning at home during COVID-19. These kids can work with little help from others, whereas others are unable to adequately utilize internet tools (Drane *et al.*, 2020).

Materials and Methods

Our investigation focused on the children's well-being during this COVID-19 period when everyone is at home and not permitted to go outdoors in public. We wanted to see if extensive usage of digital devices and platforms by these kids had any effect on their development.

The goals of our research were:

- To have a comprehensive picture of the children's device usage patterns and levels of engagement
- To determine how these practices have an influence (good or negative) on the well-being of children who are restricted to their homes
- To investigate the difficulties that children and their parents face when undertaking online activities using digital devices to gather proposals and recommendations to ensure that digital devices and platforms be used safely

To achieve these objectives, we performed qualitative field research with families involved in online education in Sylhet, Bangladesh. Semi-structured interviews with 41 individuals were conducted and observations were used to obtain data. The reason for selecting these people is that their children are more likely to participate in online education and other online activities.

Participant Characteristics

As key informants in our study, we used three different categories of people. Our 41 participants were separated: Into three groups: Parents, teachers, and children. It's not unreasonable to assume that youngsters have a stronger bond with their parents and teachers, which is why parents and teachers were interviewed alongside the kids. We started by using convenience sampling to find participants. We began recruiting participants through

convenience sampling. As the first author was born in Sylhet and fluently can speak the local Sylheti language, he first approached 6 parents for the interview. These 6 parents eventually helped us to recruit a total of 24 parents and 10 children through snowball sampling until we reached the theoretical sampling. To obtain data, the authors used semi-structured interviews (face to face and over the phone). The ages of the parents ranged from 27 to 54, while the ages of the children ranged from 8 to 14. The authors avoided interviewing their family members and direct relatives for the interviews. Among the 24 were 13 male (father) and 11 female (mother) parents. Five of the children were boys, with the others being girls. The interviews were conducted with the highest ethical standards in mind and interviewees agreed to participate. They were assured that the information would be kept strictly confidential. The fathers ranged in age from 36 to 54 years old and they hailed from a variety of backgrounds. Table 1 shows the distribution of professions.

Our study included 11 moms ranging in age from 27 to 45 years old. In our interview, there was just one single (divorced) mother. The distribution of the profession of mothers is given in Table 2.

While conducting a Key Informant Interview (KII), we had the opportunity to talk with five pairs of couples. For other children, we either took interviews with his/her father or mother. We didn't compel any parent or kid to talk to us because participation in the interview was optional, which is why some parents (sometimes either father or mother) declined to answer the questions.

In the presence of their parents, we questioned ten children. There were five girls and five boys in the ensemble. These kids ranged in age from 8 to 14 years old. These kids went to school from third to seventh grade. They were all city dwellers. We attempted to figure out how attached they were to their electronics by seeing them, interrogating their guardians, and interviewing their teachers.

Table 1: Professions of fathers

Profession	Count
Businessman	04
University teacher	03
Police officer	01
Army officer	01
General manager, hotel	01
Banker	01

Table 2: Professions of mothers

Profession	Count
Homemaker	04
Schoolteacher	01
Doctor	01
University teacher	01
Social worker	01
Banker	01

Furthermore, to have a better understanding of the situation and to confirm our findings, we spoke with seven school instructors, five of whom were male and two of whom were female. Their ages varied from 30 to 45 years old. The participant's characteristics is shown in the Fig. 1.

Semi-Structured Interview

We have conducted semi-structured interviews with participants during August and September 2020. The interviews were conducted to learn about the participants' perspectives on online education and their use of technology. We wanted to know if, at the time, online schooling had increased children's usage of digital devices. All of the writers of this study were born and raised in Bangladesh and they were all familiar with the local Bengali language as well as the culture and customs. The number of participants has been decided based on the population formation, demographic, nature, scope of the study, etc. According to our knowledge Dworkin (2012) around 25-30, depth interviews could confirm the quality of data for this research.

Participation in the study was voluntary. The interviews were conducted both in-person and over the phone. All the 10 children were interviewed face to face in front of their parents. Among 24%, 12 were interviewed face to face and the other 12% were interviewed over the telephone. During semi-structured interviews with teachers, we talked with two of them face to face and five were interviewed over the telephone. Each interview lasted 45-60 min and was done in a one-on-one setting. Before the interviews, we sought verbal agreement from the subjects. All interviews were done in Bengali and the author or authors met with the participants at their preferred location for face-to-face interviews.

Participants were not compensated in any way for their time and they were told of the study's aim. The interviews were led by a list of themes and were semi-structured. We gathered demographic information from the participants and inquired about their family members, digital device experience, and recommendations for improving online education, among other things. We also addressed and questioned digital privacy and security problems with all of the participants, including the children.

Observation

The authors of this study decided to observe children while using various digital tools and technologies. Due to the children's reluctance to speak out in front of their parents, a lot of important material might be left out of an interview. We conducted observations in two ways: For 2 children, we observed them in a natural setting and for 2 other

children we requested their parents to maintain a journal (Diary Study) of their activities as close as possible.

Secondary Data Analysis

During the course of this study, we looked at secondary data that had been published in reputable journals and conferences. These analyses provided us with a thorough understanding of the technology used by youngsters during the epidemic.

Data Collecting for the Usage of Digital Devices by Children

In the new normal environment, the authors wanted to investigate the relationship between the school children of

Sylhet and digital gadgets. The city of Sylhet is Bangladesh's fourth-biggest. This city's residents accept contemporary ideas while yet being conservative (Banik *et al.*, 2009). The authors of this study believed that the findings would help them understand the broader context of children's interactions with digital gadgets. We investigated the concept of participation by looking at responses to questions about why people use digital devices, how long they spend on them, what kinds of services they engage with, how much they know about these services and are they aware of privacy and security issues.

We availed ourselves of key informant interviews and observation to get the answers to the interaction pattern of the children with the devices. For conducting KII, we prepared a set of questions in advance that we kept in mind during the sessions. We wanted to make sure that we followed the ethical guidelines as well as local culture and norms while questioning the participants.

According to our survey, social media is one of the top three uses by youngsters, with about 80% of them using it. Surprisingly, just 20% of their parents agree with them. This suggests that the majority of parents were ignorant of their children's social media presence and activity. It is interesting to note that, aside from the basic fact of using digital gadgets, other aspects have mismatches from the perspective of parents and children. There are substantial gaps in the data, indicating poor monitoring and relationship in families, which could be of interest for research.

The Span of the Usage of the Digital Device

We were interested in learning about the length of children's attachment to gadgets in this study. We questioned both parents and children about how much time they spent on the digital platform during this home isolation period. Our goal was to determine how much the interaction time with smart devices differed from the usual time throughout this period.

During the weekdays, their children, according to their parents, use digital devices such as laptops/computers and

cell phones for 6 to 7 h. Attending online classes and entertainment are examples of this utilization. On weekends, when there are no online classes and both parents are at home, this time is cut in less than half. According to 50% of the parents we spoke with, their children do not use digital devices on weekends, whilst other parents said their children use them for 1 to 2 h. Children's digital involvement is depicted in Fig. 4. It should be emphasized that most pupils use mobile phones, computers, and tablets for their classes and they use zoom, google classroom, and Skype a lot besides being on YouTube and enjoying the various game application. Reasons to use digital devices by children (according to parents) is shown in the Fig. 2.

We asked the kids the same question, but they had trouble keeping track of time. They estimate that they use digital gadgets for about 5 to 8 h each day during the week and far less on weekends. Reasons to use digital devices by children (according to children) is shown in the Fig. 3.

As a result of these interviews, it was discovered that the time spent using digital devices was significantly longer than in the Pre-COVID days. During our study, we attempted to determine the frequency with which youngsters are exposed to digital gadgets. Because of the lockdown and the lengthier stay at home, the frequency has risen. Almost half of the parents told the authors that their children had never accessed the internet before the epidemic. These children are under the age of 12 and, in this new normal circumstance, they are utilizing internet platforms via digital gadgets. Other parents stated that their children were accustomed to using the internet, which has risen in recent times.

Well Being of the Children Due to Increase Device uses

One of the primary goals of this project is to investigate the impact of excessive digital device use on children's mental health. The parents who participated in this study claimed that their children were not under any mental stress and that they did not believe their children were psychologically affected as a result of their children's continuous use of gadgets. In our interviews, just one father stated that his daughter grew concerned when she received the death news on the internet. This 9-year-old was so concerned about the COVID-19-related death toll that she tried to stop her father from going outside and wept until he came back in.

The children did not check the news very regularly, according to the study, even though they were aware of the COVID-19-related fatality on the internet. Eighty percent of them indicated that they did not experience any additional tension or worry as a result of the COVID-19 scenario. Only three of them were concerned when they learned of the death. As their parents went outdoors for essential chores, this worried

them. Surprisingly, all of the youngsters stated that the internet made them more cognizant of COVID-19 and the best practices for being safe at this time.

Our study also looked at how parents reacted to the positive impacts of using digital devices. Every parent who took part in this debate believed that children's education was continuing during the epidemic because of online platforms and easy access to digital gadgets. Schools have been shuttered since March 2020, with no sign of when things will return to normal. Children were rescued from a long period of schooling by digital technology and its services. In addition to formal schooling, digital gadgets and services enabled youngsters to attend religious classes online. Children have been studying English as a foreign language because the majority of internet material is in English. Furthermore, children use digital devices to enjoy a variety of entertainments such as games, cartoons, and movies. Parents thought that these would benefit their children mentally at this time, as well as encourage and prepare them to use technology in the future.

As a result, when we asked the kids identical questions, we got remarkably comparable answers. They also stated that smart technology assisted them in continuing their study and having fun during the epidemic. Furthermore, by using chat services and social media, they were able to retain connections with their classmates and professors.

We probed the parents during our key informant interview to learn about their perceptions of the negative aspects of utilizing digital gadgets. Even though the parents highlighted a variety of advantages to using smart gadgets, they all agreed that these devices and technologies waste their children's time and encourage them to waste it. According to them, these sorts of usage have bodily consequences such as eye problems, headaches, and so on. They also believed that children's poor temper and introverted manners were caused by their excessive involvement with gadgets. It was also shown that some children act irrationally during pandemics since they have access to information. One of the children demanded a car, while another craved a foreign trip from their parents. Their father told us that the kids learned about those things from the internet.

Interestingly, we studied the kids attentively during our research and discovered that many of them have a strong need for smart gadgets. Their parents, on the other hand, refuted this assertion. They believe they are not addicted to technology and that their usage would decrease as they grow older.

According to the study, 50% of parents were totally happy with online learning as a replacement for offline schooling in this epidemic period. Regrettably, 25% of them were completely dissatisfied. They believe that children cannot concentrate as well in academic classes as they do in physical education classes and that learning is

sluggish. In contrast to their parents, virtually every child was pleased with the distance school method. This is shown in Fig. 5.

Insight into Qualitative Data

Parents throughout the country, especially in Sylhet, are witnessing their children tumble down an increasingly steep

path into an all-consuming digital existence over a year after the coronavirus outbreak began. When the COVID-19 struck, parents decided to relax the digital device ban as a way to keep their restless, dissatisfied children occupied and interested. However, for many children who got accustomed to digital platforms over months of stay-at-home parenting, this practice became a burden.

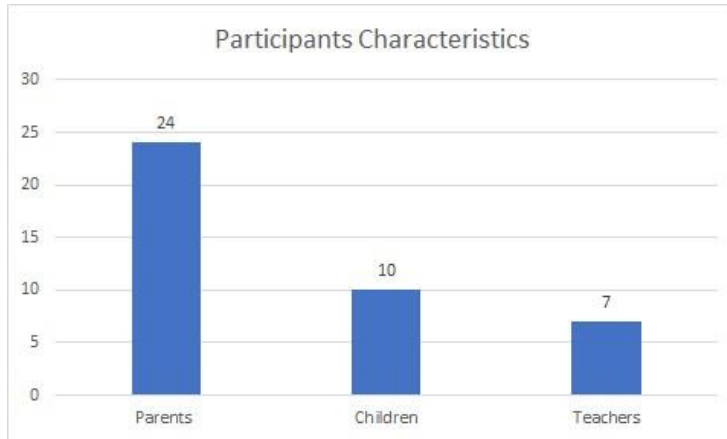


Fig. 1: Participants' characteristics

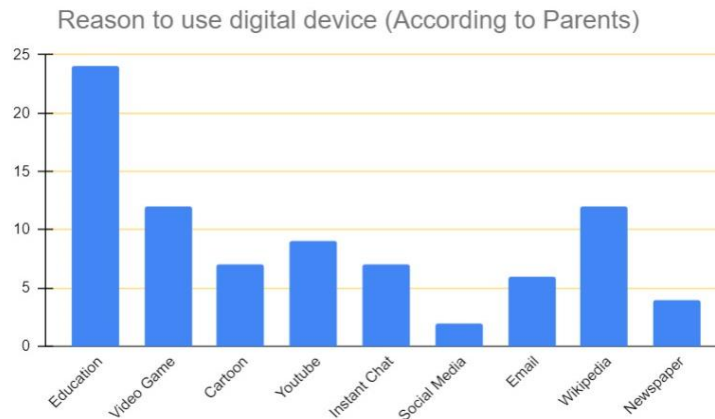


Fig. 2: Reason to use a digital device (according to parents)

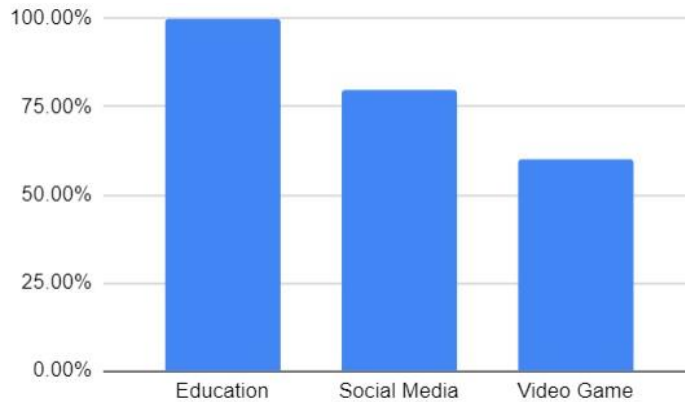


Fig. 3: Reason to use a digital device (according to children/students)

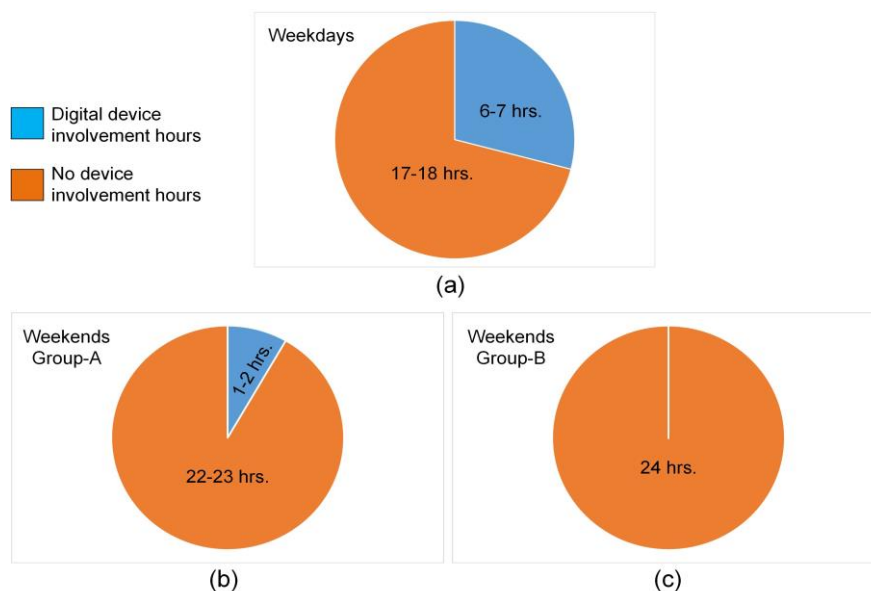


Fig. 4: Children’s digital involvement (weekdays and weekends)



Fig. 5: Acceptance of online learning (according to parents)

According to our qualitative data, 80% of the youngsters have used social media and have a very favorable attitude toward it. Whereas, 80% of parents were unaware of their children's use of social media. Surprisingly, this type of phenomenon has been reported in (Biernesser *et al.*, 2020). The authors of this study (Biernesser *et al.*, 2020) pointed out that parents and children differed about the use of social media in the everyday lives of adolescents with depression. Children have discovered that social media provides them with a forum to openly express their feelings. Furthermore, their parents believed that their children's use of social media had no negative repercussions.

The research (Wong *et al.*, 2021) showed that the incidence and progression of myopia have been linked to

increasing digital screen time and restricted outside activity. This might worsen the situation during and after the COVID-19 pandemic breakout. This research-backed up the concerns of the parents who were interviewed about eyesight and headache problems. During this epidemic, children will face a variety of physical effects as a result of increased screen usage and a changed lifestyle. This is also confirmed by another research (Alabdulkader, 2021) conducted by Balsam Alabdulkader. Furthermore, Abida Sultana *et al.* (2021) demonstrated in their work that prolonged screen time is associated with obesity, hypertension, myopia, depression, sleep disorders, and several non-communicable diseases.

Furthermore, we discovered that the children's greater interaction with gadgets had a mental influence. Even

though the parents did not address this issue openly, we received the feeling that the children were suffering from mental repercussions on some level throughout our observation and interview. We discovered them to be oblivious, hostile, and fussy. The research (Imran *et al.*, 2020) also agreed with our findings. They also highlighted children's vulnerability, and provide an overview of common symptoms of distress in different age groups. The common behavioral problems found were clinginess, distraction, irritability, and fear that family members can contract the deadly disease. This finding matched our observation. Some of the children had similar feelings toward their family members due to the death report and severity of COVID-19.

Neither parents nor children are concerned about internet privacy and security, according to the authors of this study. They don't pay attention to it and don't believe it's as essential as the true issue at hand: Their way of life. However, it was discovered that few youngsters shared passwords with anybody other than their parents. Some of them have been instructed not to use other people's gadgets without their consent for any activity. These are the bare minimums they adhere to. However, the authors feel that in many situations, even these criteria were not followed effectively and that further research is needed in this area. A similar scenario was found in other research (Zhao, 2019). They also verified that children had a good understanding of some privacy hazards, such as oversharing personal information or avoiding exposing actual identities online to some extent. They have a basic understanding of the dangers and threats. However, they discovered that children were less aware of other hazards, such as internet tracking or game marketing, at the same time. Female students were also hesitant to have a video during online classes because their male classmates snapped screen photos and afterward ridiculed them. Even a handful of them have experienced cyberbullying while professors were gone from online classes.

This study also looked into the gender divide among youngsters when it came to sharing gadgets. The majority of parents admitted to sharing their devices with their children. Surprisingly few parents stated that they offered personal gadgets to their son but not to their daughter, even though the daughter was older. This type of prejudice has been in our civilization since the dawn of time and it is not prevalent in other cultures (Nikken and Schols, 2015). The authors of the work (Nikken and Schols, 2015) did not find such discrimination during their study. The research (Ahmed *et al.*, 2017a) performed a depth analysis and showed that gender plays an important role in participants' device-sharing practices in Bangladesh. During their research, they heard several anecdotes of uneven gender-based sharing relationships. There is another research in the context of Bangladesh showed the existence of gender discrimination (Ahmed *et al.*, 2017b).

Aside from that, the research revealed that students faced a limited number of infrastructural difficulties. For many families, the Internet's speed and cost have become a hardship. Many families require students to share their devices with their parents and friends. In addition, sitting in front of electronics for lengthy periods left them fatigued for the day.

The Path to Overcoming the Difficulties

Despite the numerous advantages of utilizing digital gadgets, our research discovered multiple challenges that children may face. This study also searched for answers to the problems that the children were having throughout this new normal period. We looked through the literature for recommendations. These studies provided us with information regarding how to get out of this kind of disagreement in general. Furthermore, we gathered views from participants throughout our ethnographic research about how to better engage children with digital gadgets. From their perspectives, all sorts of participants (parents, children, and instructors) suggested better approaches for coping with digital tools and platforms. These were proven to be quite useful in our study to provide recommendations.

Parents who took part in our study were concerned about their children spending too much time on screens each day as a result of online education. The length of the online class should be decreased, according to parents. The average amount of time students spend online is presently about 3 h. For kids, this is a long time to be connected to technology for a single reason. The parents suggested that the children's usage of smart gadgets and internet platforms be limited in time. For each of the online activities in which the children participated, time should be set aside. Playing mobile or PC games, watching entertainment content, and connecting with peers via digital devices should all have a fixed time limit. We must provide an environment in which a youngster may engage in a variety of physical activities. Increased physical activity can assist to minimize screen time, according to the authors of the report (Shin and AlHabaibeh, 2020). They recommended using a gamification strategy to earn points for using digital gadgets. They suggested that youngsters receive points for exercising, which they could then redeem for screen time.

The authors of the paper (Huda *et al.*, 2017) suggested that the collaboration among parents, teachers, and other stakeholders may aid children in developing critical thinking skills when using various internet services. The paper (Strasburger, 2004) indicated that due to heavy use of screen time, children exhibit aggression, disorderly eating habits, academic difficulties, and natural and unnatural sexual behavior in the long run. The usage of unsupervised digital devices propelled children into early adulthood (Davies *et al.*, 2015). Parents in our research believe that their children should not use devices without

their parents' or guardians' permission. This is something that should be done from the beginning of a child's existence. Some parents believe that children should not use gadgets for anything other than online education and that they should be kept off social media until they reach a particular age. The work (Dinleyici *et al.*, 2016) recommended parents should have strict monitoring of the presence of children on social media. They can go through digital logs of the activities of the children (like check browser history, use the parental application to monitor, observe chat or message logs, etc.).

Aside from that, imagining the children's capacity to browse a range of such Internet sites would allow them to see the actual risk. The function of awareness in digital information should be integrated into safeguarding children against risks such as inappropriate material or cyberbullies as an essential role to assist them to understand something helpful to their growing development by a safety on the internet use (Dehue *et al.*, 2008). It is also suggested that filtering methods should be deployed at the network level by the parents. This will enable them to keep track of the children's activities (Chatzimichail *et al.*, 2019). Raising awareness among parents, children, and government organizations is critical to preventing the development of myogenic behaviors during this time.

In this study project, we interviewed instructors to determine the real issues that needed to be addressed. It was discovered that the family's educational background could play a vital impact in online learning via the digital gadget. Qualified parents are better able to monitor their children's digital gadget usage than others (Sari and Maningtyas, 2020). In addition, the family's financial situation may allow the children to have their gadgets for specialized duties. The article demonstrated that parents' educational backgrounds have an impact on their children's education continues. The educational level of the parents will influence their children's attitudes and educational orientation.

Conclusion

For today's youth and their families, internet learning and other activities have become mainstream. The importance of digital technology in the new normal cannot be overstated. The children of a small community are no different from any other. Due to social distance limits and lockdown, they were forced to stay at home all day. Technology has supplanted all physical and outdoor activities, as well as sociability, even in Sylhet. Long amounts of screen time, boredom at home, and a lack of physical activity all pose mental and physical challenges for children. Despite the numerous advantages of using technology, we must address these challenges in the long run. Continuous monitoring and supervision of digital gadget usage, as well as providing awareness and training

to both children and parents, are crucial. Social and cultural issues should be communicated by educational institutions and social leaders.

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Author's Contributions

Rumel M. Saifur Rahman Pir: Collected the primary data and completed the data analysis to find the result. Also has written the major part of the manuscript.

Md Forhad Rabbi: Assisted to find the research questions and related methodologies. Also, a few parts of the manuscript were written.

Jahirul Islam: Supervised the total research. Also verified the finding and made necessary corrections to the manuscript.

Ethics

The authors hereby declare that the highest ethical standard was maintained throughout this research. No ethical issues would arise regarding the manuscript after its publication.

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