

A Study to Understand the Effect of Emotional and Behavioural Problems on the Sleep Health of School - Age Children, During the Pandemic Lockdown

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Abstract

Objectives: The study aims to understand the trend of sleep health in children of school age focusing on their sleep schedule and quality during the pandemic and its association with emotional and behavioral problems on sleep patterns in children.

Methods: The study has been designed in a randomized survey-based cross-sectional format, conducted across the social media platform. The study sample consisted of 78 school-age children within the age range of 6 -12 years ($M = 8.91$) and their mothers as respondents who were sampled following the screening criteria. The Sleep Disturbance Scale in Children (SDSC), Strength and Difficulties Questionnaire (SDQ), and a self-rated scale for Sleep Schedule and Quality (SCQ) were used for the study.

Results: Results indicate that there is a significant correlation found among the scores of SDSC and SDQ subtests and total scores ($r = 0.55$; $p > 0.01$). This indicates that sleep disturbance is significantly related to emotional and behavioral problems in children. Significant changes in sleep quality and schedule of the children have been found on comparison of pre and post lockdown conditions; also significance found between SDSC and SCQ ($r = -0.36$; $p > 0.01$) as well as SCQ and SDQ subtests and total difficulty score ($r = -0.33$; $p > 0.01$), indicates that sleep schedules have a relationship with sleep disturbance and emotional and behavioral problems in school-age children. Findings indicated that sleep disturbance has a direct impact on the problems caused in the children's behavior accounting for 30% of the variance for sleep disturbances.

Conclusion: Children of school-going age have showed significant sleep disturbance along with significant emotional and behavioral disturbances during the second wave of COVID outbreak in India. The present study indicated that, there has been a major change in sleep quality and schedule of the children in comparison of pre to post lockdown conditions in children of 6-12 years, and emotional and behavioral disturbances, associated both with sleep disturbance and sleep schedule change in children were also prominent in the sample.

Keywords: Sleep Health; Emotional and Behavioral Disturbances; Sleep Quality and Schedule; School-age; Lockdown

Abbreviations

SDSC: Sleep Disturbance Scale in Children; SDQ: Strength and Difficulties Questionnaire; SCQ: Sleep Schedule and Quality

Psychological and Social Factors Affecting the Behaviour of Middle School and High School Children during the Covid-19 Pandemic

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Abstract

Objective: The present study focuses on the EBP [Emotional and Behavioral Problems] in middle school (6 - 12yrs) and high school (13 - 17yrs) children during covid-19 pandemic and its relation to gender, family type, socio economic status and siblings.

Method: It is a quantitative, cross sectional survey-based study consisting of 172 children of age 6 - 17 years and their mothers from India. The mothers were taken as the informant for this study. Strength and Difficulties questionnaire (SDQ-parent form) was used to assess the EBP (conduct, hyperactivity, peer problem and pro social) aspects of the children. The form also consisted of socio demographic details- gender, single child/sibling, socio economic status of the family to assess its effect on the EBP of the middle and high school children. The questionnaire was shared as Google form via social media platforms. The children who marked of having neurological/psychiatric condition were not included in the study. Descriptive statistics and t-Test was computed by SPSS trial version.

Result: The result shows increased level of hyperactivity as well as emotional, conduct, peer and total problem score in both groups irrespective of their gender. Rise in conduct problem were seen in high school children hailing from nuclear families. There was decrease in pro social behavior.

Conclusion: The study revealed increased EBP and decrease in pro social behavior of middle and high school children. Also increase in conduct problems in high school children hailing from nuclear families was observed.

Keywords: Emotional and Behavioral Problems; Pro Social Behavior; Conduct Problems; Nuclear Family; Covid-19

Abbreviations

EBP: Emotional and Behavioral Problems; SDQ: Strength and Difficulties Questionnaire

Introduction

COVID- 19 pandemic took its effect in India by March 2020 leading to complete lockdown in the whole country. As a result, all the educational institutions, public places and areas including Co-curricular activities were closed down and online mode was adopted for regular communication and continuation of industrial and educational activities.

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Role of Parents in the Gender Role Identity Formation of Offspring: An Exploratory Study

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Abstract

Gender role identity tends to shape an individual's self-concept, playing a significant role in shaping their behaviour and interpersonal relationship patterns across different societies, races, and ethnicities. This study explores the relationship between perceived parenting styles (authoritarian, authoritative, and permissive for both parents) and gender role identity in young adults, and also the pattern of gender role identity of parents and their offspring. The sample consisted of 100 young adults ($M=20.60$, $SD=1.98$) and both of their parents (father and mother). Both the young adults and their parents responded to the Bem Sex-Role Inventory, whereas only young adults responded to the Parental Authority Questionnaire. Descriptive statistics showed that out of 100 young adults, 38% identified as androgynous, followed by feminine (29%), masculine (12%), and undifferentiated (21%). 54% of male young adults rated themselves as androgynous, whereas 46% of females identified as feminine. A considerable proportion of the parents reported themselves as androgynous (both 48%). A significant correlation was found between permissive parenting style in mothers and undifferentiated gender role identity in young adults ($r= 0.75$, $p= 8.1e-05$). A positive, moderately significant correlation was also found between fathers' permissive parenting style and masculinity in young adults ($r= 0.83$, $p= 0.00093$). This information will help us understand parents' role in gender identity formation and may also help us formulate management plans in terms of the parent-child relationship and their gender role identity.

Keywords: Gender Role Identity; Parenting Styles; Young Adults; Undifferentiated Gender Role

Introduction

Gender role identity is an important aspect of an individual's self-concept. It plays a significant role in shaping the behaviour and interpersonal relationship patterns of men and women across different societies, races, and ethnicities. The World Health Organization defines gender roles as "socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for men and women". Masculinity and femininity, the two important dimensions within gender roles, were traditionally considered as two opposite ends of a single continuum [1]. However, Dr. Sandra Bem's pioneering work on gender roles and gender discrimination, redefined these concepts, where she put forth the concept of psychological androgyny. Bem [1] defined androgynous individuals as having both instrumental and expressive traits [1]. These individuals do not process information based on their gender schema [2], and can demonstrate a range of situationally

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An Individually Delivered Mindfulness Based Intervention Protocol: Efficacy in Panic Disorder

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ABSTRACT

Aims/Objectives: Mindfulness based interventions (MBIs) are group based intervention programs applied on a variety of Psychological conditions such as anxiety disorders, mood disorders, substance use and eating disorders. However, there is hardly any literature on MBI following an individually tailored protocol. The present study tries to see the effectiveness of an individually tailored MBI protocol on patients with Panic disorder. **Methods:** 15 participants were enrolled with the primary diagnosis of Panic Disorder for the study. The participants completed an individually tailored MBI program spanning over 12 weeks approximately. They were evaluated at 4 time points using Hamilton Anxiety Rating scale (HAM-A), Beck depression Inventory (BDI) and Panic Severity Scale (PSS) from baseline to follow up. Further, seven of them were interviewed after 6 months of completion of MBI to understand the mechanism of change that MBI brought in them. **Result:** A Mixed method analysis was undertaken. Trend Analysis revealed a significant linear decrease of symptoms ($p < 0.01$) across the different time points for all the three measures. A between group repeated measure ANOVA revealed a significant difference between the time points of intervention ($p < 0.01$). The semi structured interview was analyzed using a Framework approach and revealed that the participants could overcome their habits of rumination and handle their distress in a better way. They also accepted that the individually conducted MBI was beneficial for them. **Conclusion:** This study revealed that the individually tailored MBI was effective for patients with Panic Disorder. Such a program could help those participants who are not ready to join a group based program and clinicians who can implement MBI on a daily basis in their clinical setting.

Keywords: Mindfulness, mindfulness base interventions, anxiety disorder, panic disorder, qualitative analysis, mixed methods

INTRODUCTION

Mindfulness based Interventions (MBIs) which has its roots in the Buddhist philosophy and teachings have currently proved its efficacy in the management of various psychological conditions both in the clinical and non-clinical population Hoffman, Sawyer Witt and Oh, 2010; Ledesma and Kumano, 2009. Two successfully constructed protocols of Mindfulness Based Interventions (MBI), The Mindfulness Based Stress Reduction (MBSR) Kabat-Jinn, 1982 and the Mindfulness Based Cognitive Therapy (MBCT) Segal, Williams and Teasdale, 2002, have proved its efficacy in successfully managing anxiety, mood disorders, substance related disorders and physical conditions like pain and cancer distress Shapero et al, 2018. Both MBSR and MBCT protocols as well as other MBI protocols are mainly group based programs for skill development of the individuals. However, there is hardly any literature on how MBI can be implemented on clients on an individual basis. This aspect needs some attention as in many cases clients may not be ready for a group based structured program. Moreover, such infrastructure may not be available in every setting. Structured protocols which can be implemented on clients on a one to one

basis is needed in this area. The current study, introduces an individually tailored MBI protocol for the treatment of panic disorder.

Panic Disorder, characterized by recurrent unexpected panic attacks, is one of the most common conditions for which patients visit the primary care setting as well as the hospital emergency units Ham P, Waters DB, Oliver MN, 2005; NHS, 1992; Shah A, 2002. Moreover, it is a difficult to diagnose conditions as many of the symptoms overlap with symptoms of serious health conditions. Recurrent panic attacks marked by severe physical and psychological distress together with the constant fear of another attack and constant vigilance for triggers leading to attacks are the landmark phenomenon of Panic Disorder and leads to impairment of socio occupational functioning in individuals suffering from the condition Ham, Waters and Oliver, 2005.

Two most popular mode of treatment for panic disorder are pharmacotherapy and Cognitive behavior therapy (CBT). The CBT model describes the experience of Panic as "catastrophic misinterpretation of bodily sensations", which means that the person interprets normal anxiety reactions and its bodily manifestations in an exaggerated manner, moreover, these patients feel that

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