

ORIGINAL ARTICLE



Converging Healthcare & Technology

INTERNATIONAL JOURNAL OF CONVERGENCE IN HEALTHCARE

Published by
IJCIH & Pratyaksh Medical Care LLP

www.ijcih.com

The Universal Crisis of Covid and its Lasting Impact on Children

Venu Gopal¹, Soma Bhattacharjee²¹Co-Founder Bootstart Biz Solutions Pvt. Ltd, Advisor-Turning Ideas Ventures,²Associate Editor Institue of Medicolegal Publications Pvt. Ltd.

Abstract

While medical literature suggests that children are minimally susceptible to Corona virus disease (COVID-19) in 2019, the psychosocial impact of this pandemic is the most severe. Quarantine in homes and establishments can be placed. A larger psychological stress than the actual pain caused by the infection. Campus shutdown, lack of leisure opportunities, Dietary aberration and sleeping habits are likely to interrupt children's normal lifestyle and may potentially encourage monotonous, distressing, impatient, distracting, and complex neuropsychiatric manifestations. Incidence of domestic abuse, child assault, and adulterated web material is on the rise. Children of single parents and frontline staff have particular challenges. Children from vulnerable populations are especially prone to infection and may suffer from prolonged infection. The implications of this pandemic, such as forced slavery, forced abuse, child marriage, sexual exploitation and death, etc. Owners, paediatricians, clinicians, social workers, hospital officials, government and non-governmental organisations have vital roles to play in alleviating the psychosocial impact of COVID-19 on children and teenagers. To provide basic services, social security, medical treatment and eliminate educational inequities among children. Priorities are at the top of the various strata of society.

Keywords: COVID 19, Psychosocial, pandemic, corona virus.

Introduction

This pandemic isn't faced by children. However, they fear becoming one of the greatest casualties, since the lives of children are nevertheless fundamentally changed. In particular the socio-economic effects and sometimes prevention strategies are impacted by all children of all ages and regions, which unintentionally may be of far

more damage than benefit. In comparison, this pandemic's crippling effects are not equally spread. They are likely to do more harm for children and those living in deprived and vulnerable circumstances in the poorest nations and in the poorest communities.

Aggravation of learning crisis: 188 Country-wide school closures impacted over 1.6 billion children and teens. The potential losses for the young generation of today's education and the development of its human capital are difficult to grasp. More than two-thirds of countries have launched a national distance learning platform, but among low-income countries the share is just 30 percent. Nearly one-third of young people in the world were digitally excluded before this crisis.

Corresponding Author:

Mr. Venu GopalCo-Founder Bootstart Biz Solutions Pvt. Ltd, Advisor-
Turning Ideas Ventures

e-mail: venu@msmeoffice.com

If it's war, hurricanes or pandemics, youth, especially the socio-economically backward and oppressed, become the most vulnerable population. In spite of this, after the Covid-19 pandemic, the United Nations (UN) issued a strategy brief. It discusses some of the main obstacles that children encounter or possibly face as a result of the epidemic of coronavirus.

The letter states, "Any child, of any age as well as any country, is affected by socio-economic effects, especially and in some cases mitigating measures that are more harmful than good inadvertently. For certain children this is a universal crisis and it will have a lifetime effect.

Evolution of children in this time of Universal crisis: School closures are projected to severely impact children's education. UNESCO has supported remote learning applications aggressively, and the application of interactive instructional aids requires this. Children who have access to them will be given the chance to study education experiences which can support them later in life.¹ In school closures they will also partake in various physical, learning and artistic exercises which can help them develop new skills.

Quarantined children's psycho-social effects: Quarantined bear a wealth of psychological pressures, complex neuropsychiatric disorders, and psychosocial stigmatism.² Due to dramatic dietary changes, physical exercise and emotional excursions, home incarceration induces acute and long-term psychosocial effects on infants.³ Infants who live in quarantines. Quarantined at schools, their alienation from their parents is the greatest sufferer.⁴ The proper well-being of children relies not just on health and nutrition but also on proper parental support. Detaching yourself from parents at this crucial juncture will result in enduring psychological symptoms, such as post-traumatic stress disorder, anxiety, psychosis, addiction, delinquency, and even suicidal tendencies. The psychosocial need of quarantined children must be made conscious by doctors. Arrangements are important for hospital authorities to allow the children to interact through audiovisual devices with parents. In addition, children whose parents are released from them by quarantine will still be similarly depressed, upset, frustrated and feel vulnerable because of this. government should follow organisational policies to provide mental health to quarantined children Distance compelled.⁵

Enhancing awareness in children: UNICEF, the World Health Organisation and health experts, Parents were encouraged to speak with their children about the pandemic in depth. UNICEF has, for example, established 8 top tips for supporting and soothing children during the pandemic. Parents are frank, inform and clarify what realistic steps they may take to safeguard yourself and others.⁶

Impact on education system: As UNESCO Director General Audrey Azoulay said: "While temporary school closures are sadly not recent due to health and other crisis, the global scope and pace of the current educational disruptions are unprecedented. And if continued, the right to education could threaten."⁷ School is not only an educational centre for children, it is also a house with lots of open room outside the house. Schools provide independence, contact with fellows and elderly persons, social consolation and intellectual assistance. Schools have an important role to play in encouraging personal grooming, physical exercise, nutritious diet and body habit⁸.

Education institutions and children's families are both alarming and expected to have adverse effects on physicality of children Mental wellbeing and undermining the sense of normalcy offered by schools.^{9,10} Children's obesity and decreased cardiovascular reaction Fitness is the long-term consequence of this Fitness, erratic sleep habits, unfavourable lifestyle, sedentary way of life, longer periods. mobile phone/television viewing time During lockout and school-closure practised ¹¹. Perpetual end of education, fear of being Infected and transmitting grandparent virus at home.

Routine education, task-oriented instruction, peer group experiences, teacher-student relationships, and friendship among pupils would be jeopardised. Complex relationship between psycho-social trauma and pandemic-induced forced homestay and behavioural change will further intensify the malignant effects on the mental welfare of children in a vicious circle ³. School is also a location for the support and shutdowns of many children living in poverty both in developing nations, and in industrialised countries. During the closing of this institute, the literacy divide will be broadened between children of lower and higher-income families¹². There are no home education facilities for children from low-income families that require audio-visual systems or strong internet access.

A substantial number of children have a lack of safe residence, books needed, a suitable home for schooling, laptops, smartphones, Internet connexion, outdoor leisure even in developed countries¹². There is even a shortage of connectivity to electronic gazettes, learning facilities, home conditions to study for children of developing and underdeveloped countries.

Child labour could theoretically have the socio-economic implications of a COVID-19 pandemic.¹³ The required linkage between classroom and on-line instruction, financial resources for vulnerable students and a promise of zero post-pandemic school drop-out are hourly needs. chronic ennui, anger, loss of details and personal touch Lack of personal space with classmates and instructors Home and rising financial pressure for parents are sometimes unnoticed and abandoned

Need of digital detox: Thanks to school closures, more children are strongly motivated to continue their education online. You would probably want to stay in touch with your friends and it could boost your use of social media, which could distract you from completing your schoolwork. Inappropriate content and cyberbullying may also be revealed. Social media leads children before the pandemic to a higher risk of cyberbullying that can lead to depression, fear, poor self-esteem and even attempts at suicide¹⁴. Inappropriate content and conversations, including pornographic and pornography, may also be the risks of being on-line. Social media may be a significant outlet for children to become hooked on different unhealthy substances. Scientists provided evidence in their analysis that alcohol commercials motivated a lot of students to drink¹⁵. Analysis performed in few studies has shown a close correlation between awareness about mass media and teenage smoking.¹⁶

Conclusion

With sudden stoppage of education, cancellation of planned journeys, home confinement, and fear of confusion about the ongoing pandemic, children are highly disheartened. While the formal education graph indicates a downward slope, children will potentially come out of this suffering with unprecedented leniency, pliability, concern and awareness. For a human being, solitude, physical distance and depression are complicated circumstances. Children are likely to miss communicating in their own peer groups, and we fear that being stripped

of their business for any amount of time would result in dramatic shifts in behaviour.

Ethical Clearance: Taken

Source of Funding: Self

Conflict of Interest: Nil

References

1. UNESCO. Distance learning solutions. <https://en.unesco.org/covid19/educationresponse/solutions>.
2. Brooks SK, Webster RK, Smith LE, Woodland L, Wessely S, Greenberg N, et al. The psychological impact of quarantine and how to reduce it: rapid review of the evidence. *Lancet* 2020;395:912–20.
3. Wang G, Zhang Y, Zhao J, Zhang J, Jiang F. Mitigate the effects of home confinement on children during the COVID-19 outbreak. *Lancet* 2020;395:945–7.
4. Liu JJ, Bao Y, Huang X, Shi J, Lu L. Mental health considerations for children quarantined because of COVID-19. *Lancet Child Adolesc Health* 2020;4:347–9.
5. Dubey S, Biswas P, Ghosh R, Chatterjee S, Dubey MJ, Chatterjee S, et al. Psychosocial Impact of COVID-19: the Deadliest Pandemic in the Internet Era. *Diseases* 2020. [Epub ahead of print]
6. UNICEF. How to talk to your child about coronavirus disease 2019 (COVID-19). <https://www.unicef.org/coronavirus/how-talk-yourchild-about-coronavirus-covid-19> Accessed March 11, 2020
7. UNESCO. Covid-19: What do members of UNESCO Associated Schools say? 2020 [Internet], Available from: <https://aspnet.unesco.org/en-us/covid-19> [cited 2020, May 11].
8. Sylva K. School influences on children's development. *J Child Psychol Psychiatry* 1994; 35:135–70.
9. Stewart H, Watson N, Campbell M. The cost of school holidays for children from low income families. *Childhood* 2018;25:516–29.
10. Lee J. Mental health effects of school closures during COVID-19. *Lancet Child Adolesc Health* 2020. [Epub ahead of print]
11. Rundle AG, Park Y, Herbstman JB, Kinsey EW, Wang YC. COVID-19-Related School Closings and Risk of Weight Gain Among Children. *Obesity* (Silver Spring) 2020. [Epub ahead of print]

12. Van Lancker W, Parolin Z. COVID-19, school closures, and child poverty: a social crisis in the making. *Lancet Public Health* 2020;5:e243–4.
13. The Print. Why online classes may not be such a good idea after all, especially for kids; 2020 [Internet]. Available from: <https://theprint.in/india/education/why-online-classes-maynot-be-such-a-good-idea-after-all-especially-for-kids/406979/> [cited 2020, May 11].
14. Hinduja S, Patchin JW. Bullying, cyberbullying, and suicide. *Arch Suicide Res.* 2010;14(3):206-221.
15. Primack BA, Kraemer KR, Fine MJ, Dalton MA. Association between media exposure and marijuana and alcohol use in adolescents. *J Adolesc Health.* 2008;42:S3.
16. Ray M, RamJat K. Effect of electronic media on children. *Indian Pediatr.* 2010;47:561-568.