# Impact of Covid Mental Health of School Going Children

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## Abstract

The COVID-19 epidemic has had extensive ramifications on all facets of society, encompassing consequences for physical health, education, and mental well-being. The objective of this research paper is to put a light on the effects of the post-COVID era on the mental well-being of school going children. The COVID-19 pandemic has resulted in significant disruptions to daily routines, encompassing modifications in educational practices, reduced social connections. These disruptions have the potential to exert enduring impacts on the holistic health and well-being of children. The study is intended to have significant implications for the development of focused treatments aimed at addressing mental health issues of school going children. The primary objective of this study is to offer significant insights that can contribute to the development of policies and strategies aimed at mitigating the enduring consequences of the pandemic on the holistic well-being of children.

## Introduction

In December 2019, the city of Wuhan in China had an outbreak of acute respiratory syndrome in humans known as COVID-19. This outbreak was caused by the appearance of a novel coronavirus known as SARS-Cov2. Because this disease has infected and killed thousands of people all around the world (WHO, 2021) there is a global catastrophe in both health and the economy because of it. Since the virus was discovered, governments the world over have implemented stringent countermeasures to eradicate it. As a part of the containment operations, the populace was ordered to stay inside their homes and was essentially quarantined there. This resulted in disruptions to daily life, as well as isolation from loved ones and solitary incarceration. The rapid adoption of teleworking policies by numerous companies has enabled employees to fulfill their obligations while remaining in the comfort of their own homes. According to Li et al.'s research from 2020, even if mental illness is relatively infrequent, a considerable percentage of the population has experienced significant emotional adjustment as a direct effect of this. It has also been demonstrated that the loss of a loved one or an increase in the amount of social pressure can lead to emotional disturbance, sadness, low mood, irritability, insomnia, and symptoms of post-traumatic stress (Duan et al., 2020). According to Zhang et al.'s research from 2020, it was discovered that the COVID-19 outbreak has had a detrimental impact on the psychological well-being of people all over the world, leading to "psychological distress" among them. Alterations must be made to people's ways of eating and their levels of physical activity as a direct result of the severity of the crisis. According to Clemente-Suárez et al. 2021, the diet that was implemented in Spain during the COVID-19 pandemic resulted in a higher calorie intake but a lower quality of nutrition than the eating habits that existed prior to the outbreak. According to the findings of Lei et al. (2020), people of varying ages may be adversely affected by the terrifying atmosphere of the pandemic, the unpredictability of the situation, and the uncomfortable ongoing preventative efforts, such as wearing masks and using PPE kits, that are taken to stop the spread of COVID-19. Concerns regarding mental health, such as emotional disorders, are more prevalent among adolescents since this age group is undergoing both considerable changes in their biological development and their roles in their social environments. Eating unhealthy food is associated to feelings of boredom and stress, both of which were encouraged during the lockdown, and further diverting oneself with unhealthy food is linked to these feelings. Therefore, both drinking and a greater preference for meals that are high in

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energy and nutrients, particularly those that are high in sugar and fat, appear to be linked to stressful conditions and the experience of traumatic events. This is particularly the case for foods that are heavy in sugar and fat.

## COVID-19

When compared to people of other ages, adolescents earned the lowest possible points for eating poorly. When children were at home during the pandemic, they were more likely to engage in disordered eating behaviors like as eating even when they did not feel hungry and binge eating. According to the findings of certain studies, people who are unable to leave their houses are at a greater risk of increasing the number of 'unhealthy' meals that they consume. In addition to that, they did not participate in the physically demanding exercise. Because COVID-19 already had a preexisting risk of dying from obesity, diabetes, cardiovascular disease, and cancer, the lockout and inability to participate in any form of physical activity only served to exacerbate the situation.

The COVID-19 pandemic presented a global challenge that had never been seen before, wreaking havoc on civilizations, economies, and public health infrastructure across the world. Because of the virus's rapid spread, governments, organizations, and individuals were all required to quickly adjust their responses to the developing catastrophe. As the epidemic progressed, it became clear that its effects went well beyond the world of health and permeated a variety of aspects of human existence. This was made clear when it became apparent that its impact reached far beyond the realm of health.

## Need of Study

The purpose of this study is to investigate the myriad ways in which COVID-19 is influencing the worldwide community. This study aims to provide a complete knowledge of the far-reaching ramifications of the crisis by studying its effects on societal structures, economic landscapes, and healthcare systems. As we go deeper into the nuances of these effects, it becomes abundantly clear that COVID-19 is not merely a public health emergency but also a driving force behind the changing of global dynamics.

The specialists anticipate that there will be a "tsunami of psychiatric illness" after the COVID-19 epidemic (Tandon, 2020). According to Galea et al.'s research from 2020, the consequences of a broad disaster on an individual's mental health can be severe and last for a significant amount of time. It is anticipated that the incidence of common mental health disorders would grow in the post-pandemic period because of the long-term consequences of the pandemic, the restrictive measures such as social distance and quarantine, and the socio-economic implications. This has the potential to have an impact on the field of mental health.

The impact that the pandemic has had on mental health, that of kids who are still in school, is one of the most significant and long-lasting consequences of the epidemic. The sudden upheaval of routine, along with extended periods of solitude, dispersed learning, and unpredictability, has produced significant psychological issues for young people. Because the pandemic produced disruptions in education, social relationships, and routines, the post-COVID impact on the mental health of school-going students has been particularly severe. This is because the pandemic was triggered by COVID.

During COVID, the schools were shuttered and the teaching and learning models were changed to more distant or hybrid forms; these models are still in use after COVID. Because of this, the entire system of education has been disrupted, which, in turn, is leading to an increase in tension and worry related to academic performance and the possibilities for the future. Students are developing emotions of loneliness and isolation because of the absence of face-to-face contact they have with their classmates and teachers. Students who lack the social relationships that are essential for their emotional well-being and growth are more likely to struggle with their mental health.

The pupils can keep a sense of stability and predictability in their lives because to the regimented routine that schools provide. Students who attend school may experience emotions of bewilderment and worry because of the interruption to their normal routine caused by COVID.

Every student had access to a mobile device thanks to remote learning that took place during COVID. On the other hand, under the guise of studying and hearing lectures, students have taken to spending their time scrolling through social media platforms like Facebook, Instagram, and the like. It has been discovered that this frequently causes students to spend more time in front of a screen, which can lead to digital fatigue, eye strain, and a sedentary lifestyle, having a negative impact on their general well-being. In addition, it has been discovered that the students worry about their own health as well as the health of their loved ones, and this is especially true if the students come from vulnerable families.

Students may experience higher levels of stress and anxiety because of the lack of clarity regarding the length of time the epidemic will last and the effects it will have on many facets of their lives, such as their educational and professional opportunities. Students may experience feelings of stress and inadequacy because of the difficulty of adapting to changes in learning environments, assessment methodologies, and teaching formats. These changes can be tough. Many extracurricular activities, which play an important role in the all-around growth of a student, have been disrupted or cancelled, which has a negative influence on the kids' opportunities for creative expression, physical activity, and social interaction. The parents' own pressures, such as the loss of a job, financial troubles, or health worries, contributed to the strained dynamics of the family as well. This may influence the pupils' mental health in a roundabout way. Students who come from underserved communities often have trouble accessing online education because their communities do not have the requisite equipment or a stable internet connection. This contributes to existing educational and health gaps and makes them worse.

Students were placed in a large amount of isolation because of the lockdowns and limitations that were implemented to prevent the virus from spreading further. They were deprived of essential social connections because of their physical separation from their peers and educators, which exacerbated their feelings of isolation and detachment. The findings of a study that was carried out by Loades and colleagues (2020) have shed light on the connection that exists between social isolation and adverse effects on mental health in young people.

The transition to models of remote learning brought about difficulties in adjusting to new technology, resulted in less personal engagement with instructors, and raised the amount of academic pressure placed on students. Lee (2020) brought attention to the pressures that are associated with online education, which can lead to feelings of anxiety and a reduction in motivation.

Anxiety and discomfort were caused among students because of the unpredictability surrounding the spread of the epidemic and its repercussions on daily life. During the pandemic, Ravens-Sieberer and colleagues (2021) discovered that teenagers had a considerable increase in the number of anxious and depressive symptoms.

Therefore, there is no question about the fact that in the aftermath of the global COVID-19 epidemic, society has witnessed an unparalleled upheaval in a variety of facets of day-to-day life, and maybe no other sector has been touched as profoundly as the education sector. Students all over the world have had considerable changes made to their normal educational routines, as well as their social relationships and their overall well-being, because of the closing of schools and the transition to remote learning. As we move through the era that follows the COVID epidemic, it is becoming increasingly clear that the pandemic's ramifications transcend beyond the arena of worries pertaining to one's physical health and have begun to permeate the field of mental health.

Therefore, a holistic strategy is required to assist the mental health of kids. The provision of not only academic education but also emotional support is a crucial function that is largely fulfilled by schools. Students can be assisted in emerging from this state of upheaval by the implementation of initiatives such as the provision of counselling services, the creation of secure environments conducive to open dialogue, the encouragement of physical activity, and the restoration of healthy habits. In addition, the participation of parents and the community in school activities can help develop a robust support system for kids who are struggling with issues related to their mental health.

**Conclusion**

The post-COVID influence on students' mental health is the result of the interaction of multiple elements. Isolation from friends and family, disruption of routines, unpredictability in the classroom, and shifts in the power balance within the family are just a few examples. The gaps in mental health that exist among students might be made worse by the fact that access to technology and resources for mental health can be quite variable. When schools, parents, and communities have a greater knowledge of these issues, they may better adapt the support systems they provide.

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