

Effects of COVID-19 Pandemic on Urban Teenagers and their Response and Resilience

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ABSTRACT

Teenage is the phase of multiple transitions which involve biological as well as psychological changes. G Stanley Hall referred to this age category as 'storm and stress' because of the difficulties and disturbances associated with it. The COVID-19 pandemic has brought an unprecedented challenge for teenagers, adding to their woes. Sudden lockdown, school closure, confinement at home, and other challenges brought an entirely different set of areas of concern for them. Based on the empirical findings, this paper has attempted to explore and understand the challenges faced by adolescents during the COVID-19 pandemic concerning the changes that occurred in their daily lives. It is based on the data collected through an online questionnaire from 127 teenagers and in-depth interviews with 11 school-going students from Delhi. The domains studied are changes and challenges at the levels of health, well-being, studies, exams, career anxieties, familial relations, and changing dynamics of relationships with schoolmates and peers. It also tries to understand responses and resilience among teenagers during the lockdown period. The paper provides suggestive interventions for creating a facilitative environment to reduce anxieties among teenagers and ensure their health and well-being.

Keywords: Teenagers, COVID-19, Lockdown, Coping, Resilience

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INTRODUCTION

The COVID-19 pandemic has impacted the lives of everybody all over the world, including teenagers and children, in an unequalled manner. On 11th March 2020, the World Health Organisation declared it a global pandemic. To curtail the spread of COVID-19 infection, various countries implemented containment measures such as lockdowns. The Government of India imposed the first complete lockdown on 24th March 2020. The lockdown has induced an unprecedented set of challenges in every walk of life, affecting almost everyone. Teenage children were no exception to it.

These COVID-19 pandemic-induced situations have been beyond normal experience – schools were closed, and classroom teaching was replaced by online mode; going out and meeting with peers and friends abruptly stopped, which eventually increased the propensity to high levels of stress, anxiety, and also helplessness among the teenagers. There was a whole range of challenges that directly and indirectly added to the woes of adolescents. Home confinement, reduced scope and options of recreational and rejuvenating activities, fear of infection, financial and livelihood concerns in some families, digital divide, and susceptibility to increased domestic violence and conflicts among family members are some of the unforeseen challenges encountered by teenagers during the lockdown period. It has impacted them at social, physical, and mental levels. Social scientists apprehend that this pandemic might have increased long-term adverse and harmful consequences on adolescents as well as children. The impact of the pandemic-induced circumstances on adolescents depends on many vulnerability factors like the transitional and developmental age, biological and behavioural changes in current educational status, having special needs particular to the adolescence, pre-existing mental health conditions, being economically or socially underprivileged and child/parent being remained in isolation and quarantined due to the fear of infection (Singh, Roy, Parveen, Sharma & Joshi, 2020).

This paper tries to explore the challenges and difficulties faced by teenagers during the lockdown period. It also looks into the coping patterns and understanding of responses and resilience among teenagers during the COVID-19 pandemic. The paper provides suggestive interventions for creating a facilitative environment to reduce anxieties among teenagers and ensure their health and well-being.

REVIEW OF LITERATURE

World Health Organisation (WHO) defines the term ‘adolescence’ as the period between 10-19 years of age. Whereas ‘Youth’ is defined by the United Nations as the age group of 15-24 years. Combining these definitions, adolescence and youth consist of people within the age group of 10-24 years. To summarise, there is no fixed definition or age group to define the period of adolescence, which is marked by the emergence of biological changes, including puberty.

According to UNICEF, adolescents falling in the age category of 10-19 years make up 16% (1.2 billion) of the total world population. Nearly 350 million constituting more than half of them, live in Asia. According to Census 2011, India’s adolescent population (10-19) is 253.2 million, while the youth (15-24) population is 231.9 million, accounting for 20.9 per cent and 19.2 per cent of the total population, respectively.

Adolescence and the Associated Changes

Adolescence is a crucial stage of life that is characterised by rapid biological, behavioural, emotional, and social development. It is the time when the individual develops the capabilities that are required for a productive, good, healthy, and satisfying life. Throughout adolescence, they have to cope with dramatic emotional, physical, behavioural, cognitive, and social changes. This is the time when young people start exploring their roles and responsibilities, and they work towards a durable personality disposition.

The period of adolescence (11-21 years) is an age of multiple transitions, which includes puberty and transitions involving parent-child relationships, peer groups, school, and cognitive as well as emotional abilities. This transitional period is also characterised by increasing risk-taking behaviours such as careless driving, substance use, harmful and unprotected sexual behaviour, eating disorders, normlessness, delinquency, homicidal and suicidal behaviours, and life-endangering sports. In this period, they undergo changes in roles, identity, and status that redefine their position and place in society and may lead to confrontations, clashes, and conflicts with parents. However, permissive and good parenting, including frequent communication, good regular involvement, monitoring, and instilling appropriate coping skills which, will assist the adolescents in avoiding involvement in risky, deviant behaviour and enable them to deal with frustration, anxiety, control anger, and applies to other self-management strategies (Michael & Ben-Zur, 2007).

Being the age of transitions, teenagers have to adapt to various changes, both physical and mental, causing many challenges for them to tackle. These challenges make them problematic and difficult too. This idea of considering the period of adolescence as difficult includes three key elements, i.e., the tendency to rebel, risky behaviours, and mood disruptions (Arnett, 1999).

Guessoum, Lachal, Radjack, Carretier, Minassian, Benoit and Moro (2020) state that adolescents also start to explore more intimate and valuable relationships with people outside their family members and seek greater acceptance and importance from their peers. There is a desperate need for positive augmentation of the self, which includes the need for a satisfactory image that directly impacts the adolescent's sense of worth and how he or she interacts with the world. The transitioning process from adolescence to adulthood is marked by an increase in awareness of the individual as an important and necessary part of a family, peer group, neighbourhood, community, and society, as well as essential for the nation and the world. To achieve a healthy transition into adulthood, teenagers need to have access to health education, including education on sexuality, a proper support system, quality health services according to the psychosocial and biological needs of the teenager, and a supportive atmosphere both at home and in communities and countries to tackle the challenges emerged during this crucial stage. The Corona pandemic has noticeably hampered the normal way of life where myriad stakeholders, like schools, and peer groups, tend to provide for the developmental needs and tasks of teenagers towards attaining a productive, healthy, and satisfying life.

Adolescents are a vulnerable group who are going through a difficult time. The COVID-19 outbreak and lockdown may have a variety of effects on the lives of adolescents, including chronic and acute stress, concern for their families, unexpected bereavements, sudden school breaks and home confinement in many countries, increased time spent on the Internet and social media, and concern for their family's and country's economic future. People are staying at home. Their social relationships are being disrupted. Masks are becoming more common in some countries where people are not used to them, and people can no longer see each other's facial expressions (Guessoum et al., 2020).

Research has shown that adolescence is already associated with a higher risk of perceived social isolation, so COVID-induced changes may have added bearing on them. When compared to children and adults,

adolescents' social comparison processes are automatically activated, causing them to rely heavily on peers to gain approval, feel good about themselves, and reduce uncertainty. When all physical and social contacts are cut off during a lockdown, adolescents may experience feelings of loneliness, which may be negatively related to happiness (Cauberghe, Wesenbeeck, De Jans, Hudders & Ponnet, 2020).

The ability to recover back from any stressful situation, adversity, or trauma is termed as 'Resilience'. Recent researches in resilience have shifted away from simply describing individual characteristics and are more focused on the complex interactions among individuals and their dynamic personal, societal, and cultural contexts. Resilience includes both neurobiological and cultural processes. The former includes genetics, epigenetics, stress response, the immune system, and neural circuitry. The latter helped to elucidate the collective belief system and recognised positive adaptations. Evidence-based interventions and deliberate practices by individuals can also affect resilience (Kaye-Kauderer, Feingold, Feder, Southwick & Charney, 2021).

Resilience arises from ordinary adaptive systems like close relationships with competent and caring adults, peers, effective schools as well as communities, opportunities to succeed, and beliefs in oneself. The capacity for self-regulation, understanding, learning, problem-solving, adaptability, motivation, persistence, and hope can be afforded by these core systems. The role of families, peers, schools, and communities is important in nurturing the growth, stability, as well as recovery of these systems. Amidst the global pandemic, children and teenagers depend on these interdependent systems' resilience (Dvorsky, Breaux & Becker, 2020).

A disaster's situation can overwhelm many of the systems the child and their families depend on, either simultaneously or while facing the devastating cascade of challenges. However, disasters also try to mobilise responses and reactions across many systems and motivate better reactions or responses in the future. The COVID-19 pandemic is uncovering many gaps, like how well different communities are prepared to meet the needs of teenagers and families in this crisis as well as the cost to collective resilience of health, well-being, and socioeconomic disparities. Now, it is important to respond to the pandemic disaster with the best of our knowledge available on what matters for children, and teenagers and what works to protect them. Moreover, it is crucial to learn as much as we can and possibly from this pandemic situation

to prepare for future shocks and crises, both expected and unknown (Masten & Motti-Stefanidi, 2020).

OBJECTIVES

- To explore the challenges faced by adolescents during the COVID-19 pandemic with regard to the changes that occurred in their daily lives.
- To understand responses and resilience among teenagers during the lockdown period.
- To provide suggestive interventions for creating a facilitative environment to reduce anxieties among teenagers and ensure their health and well-being.

METHODOLOGY

The school-going adolescents from the NCT of Delhi were invited to participate. The participants were selected through the purposive sampling technique. A total of 127 teenagers participated in the online questionnaire provided to collect the quantitative data, and 11 teenagers participated in the in-depth interviews conducted for the qualitative data, which included six girls and five boys.

The online questionnaire consisted of 42 questions which included the sections like demographic details, COVID-19 stress scales, coping strategies and scales, parent-child bonding, etc. The language of the questionnaire was English. The interview guide has been kept semi-structured to maintain the flow of the conversation during the in-depth interviews. The interview has been taken in mixed languages, including both English and Hindi.

Procedure: The data for the study has been collected in two stages. The first stage of data collection was conducted through an online questionnaire in the Google Forms format in Delhi from June 2021 to August 2021. More than 127 responses have been collected from all over Delhi, which included students from both Government and Private schools. The second stage of the study is the in-depth interviews of the teenagers. Eleven interviews were taken, which included girls (6) and boys (5). Based on the questionnaire, teenagers were randomly selected as per the ratings of their COVID-19 stress scales. On the 10-point scale, it was divided into two parts: those who rated stress levels below 5 (five students) and those who

rated stress levels above 5 (six students). It has been done to know every perspective of the lockdown and the intensity and types of challenges the teenagers have faced.

FINDINGS

Socio-Demographic Profile

The age of the teenagers who participated in the study varies from 11 to 21 years. More than half of the respondents fall into the age group of 15-17 years. The mean age of the respondents is 15.44 years. In the study, 51 boys (40%) and 76 girls (60%), who studied from classes 8th to 12th participated in the research. Most of the students are from class 12th, which accounts for 45%. The students were from both private schools (47%) and government schools (53%). The proportion of the joint and nuclear families is almost similar, accounting for 46% and 43%, respectively. The study also included children from the single-parent family, which accounts for 9%. More than 50% of both the parents have studied till graduation and above. Most of the mothers (64%) of the respondents are homemakers, whereas 3/4th of the fathers are either in private service or self-employed, and 17% of fathers and 5% of mothers are in government service.

Changes Faced during the Pandemic

Around 3/4th of the respondents went through changes in their daily routines. Among those reporting changes, major changes are school closure/online classes (79%), no outdoor activities (64%), and no physical meetings with peers (51%), and 38% account for the change in daily recreational activities.

The study shows that more than half of the respondents do not have a separate room. Only 24% of the students have a separate room exclusively for themselves at home. The rest of them share the space/room with others, such as siblings (53%), grandparents (10%), other family members (15%), and pets (11%).

Challenges Faced by Teenagers during the Pandemic

Physical Challenges: More than half of the respondents faced irregular sleeping patterns followed by weight gain, which is faced by 35.4% of teenagers. Other physical challenges are lethargy (14.2%), weight loss (14.2%), frequent headaches (25.2%), and other health-related

issues (26%). Irregular sleeping pattern during the lockdown period has shown a significant correlation with spending excessive time on screen (Contingency coefficient: 0.375, Pearson's R: 0.404, Spearman Correlation: 0.404) and excessive use of social media (Contingency coefficient: 0.321, Pearson's R: 0.339, Spearman Correlation: 0.339).

One of the respondents mentioned that *"I was diagnosed with multiple cysts and some other diseases, and the treatment is still going on"* (A 17-year-old girl).

Social Challenges: Findings show that 82% of the respondents have reported less connectivity with friends/schoolmates as the major social challenge. Problems in reaching out to people (38%), social relations getting worse (24%), and problems in reaching out to partners (10%) were also significant challenges faced by teenagers during the Corona pandemic.

While mentioning the social challenges, a 16 years old boy responded, *"Due to the pandemic, my friend circle has become shorter, and I can talk only to those friends of mine who lived near my house. I am in class 12th with the science stream, and my friends living near my house are from the arts stream; because of which, I cannot discuss studies-related problems with them. I cannot meet my friends with the same stream as mine as they live far from my home"*.

Psychological Challenges: The majority of the psychological challenges faced by teenagers are reflected in irritation (43%), which shows a significant correlation with the increase in parental supervision. Home confinement has developed anger issues (42%) in the children and anxiety regarding careers (40%). More than 1/3rd of the students went through frequent boredom, low self-confidence, and mood variations. They felt caged during the lockdown period. Low self-confidence has shown a significant correlation with not being able to keep up with the routine. Other psychological challenges include fear and helplessness (each 20.5%), anxiety regarding relationships (11.8%), thoughts of dying/suicidal intent (9.4%), insomnia (7.9%), panic attacks (4.7%), and claustrophobia (2.4%).

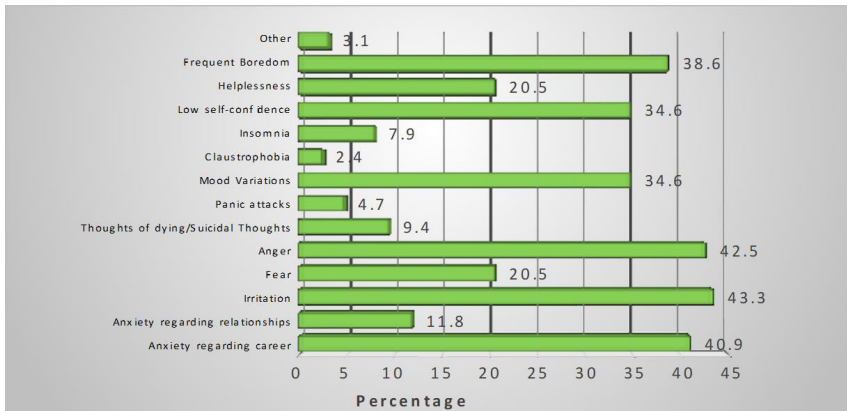


Fig. 1: Psychological Challenges Faced by the Teenagers during the Lockdown

One of the respondents said, “*I went through frequent breakdowns which I cannot even tell my parents*” (A 16-year-old girl).

Challenges at the Family Level: Include no privacy (30%), financial loss (29%), an increase in parental supervision (28%), an increase in physical violence at home (11%), and verbal abuse at home (8%). Other challenges mentioned by the teenagers include problems in online classes (59%), managing schedule (57%), intense viewing and consumption of news/negative news (35%), less space to be alone/privacy concerns (29%). One teenager who is a 16 years old girl said, “*I faced clashes with family members because of a different way of thinking, maybe due to the age differences*”.

Almost 3/4th of the students felt that the lockdown-induced challenges have affected their communication with their friends as they now communicate less with them, and 3/4th of the teenagers felt that the communication and bonding with their parents got better during the lockdown, but more than 30% agrees that their relationship with either their parents or siblings worsened. Excessive screen time (46%) and an increase in parental supervision (45%) are the major problems that teenagers are facing.

COVID-19 Specific Problems: Almost 1/4th of the teenagers mentioned that their family member had COVID-19 and they had a fear of contagion, and almost 1/5th agreed that their family was at risk of COVID-19, whereas 13% shared home with any quarantined person, teenagers who

faced the death of any family member accounts for 13%, and 12% of the teenagers themselves suffered from COVID-19 and 1.6% of the teens got hospitalised.

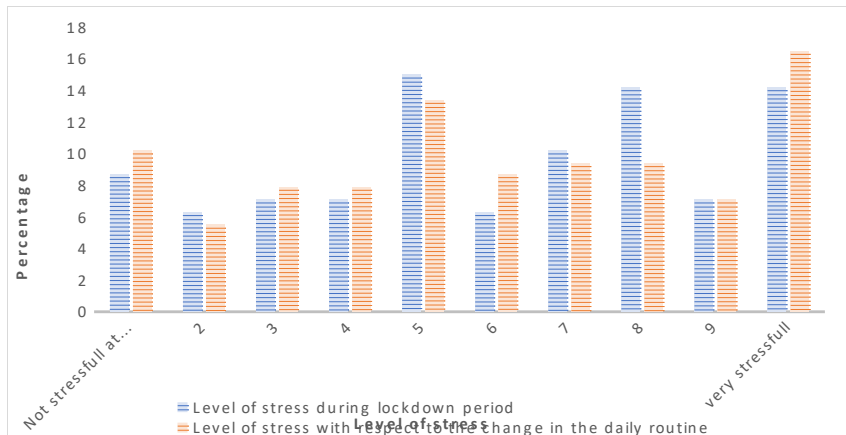


Fig. 2: Level of Stress Faced by the Students during the Lockdown Period

On a 10-pointer Likert scale, more than half of the teenagers rated the lockdown period and the changes in daily routine as stressful (6 or above). Almost 60% of the students missed their friends a lot during the pandemic.

Level of Stressful Aspects Faced by the Teenagers during the Lockdown

From taking online examinations to increased parental supervision during the lockdown, every situation can bring varied stress for teenagers. A 5-pointer scale from 1 (Not at all stressful) to 5 (Extremely stressful) was used to better understand the various types of stressful conditions faced by teenagers.

Table 1: Stressful Aspects during the Lockdown

<i>Aspects</i>	<i>Frequency (%)</i>					
	<i>Not at All Stressful</i>	<i>Somewhat Stressful</i>	<i>Moderately Stressful</i>	<i>Very Stressful</i>	<i>Extremely Stressful</i>	<i>NA/DK/NR*</i>
Taking Online Classes	26.8	20.5	16.5	13.4	12.6	10.2

<i>Aspects</i>	<i>Frequency (%)</i>					
	<i>Not at All Stressful</i>	<i>Somewhat Stressful</i>	<i>Moderately Stressful</i>	<i>Very Stressful</i>	<i>Extremely Stressful</i>	<i>NA/DK/ NR*</i>
Confinement to limited space	30.7	21.3	13.4	8.7	12.6	13.4
No privacy in talking to friends	36.2	20.5	11	6.3	15	11
Limited Options for Indoor recreational activities	26	22	17.3	11	11.8	11.8
Increased Interference by siblings	35.4	21.3	11	7.1	11.8	13.4
Increased Parental control	38.6	19.7	12.6	5.5	11.8	11.8
Increased uncertainty over the opening of schools/exams	21.3	15.7	16.5	18.1	18.1	10.2
Uncertainty over career/academic performance	15	15.7	15	15.7	27.6	11

*Not Applicable/Don't Know/No Response.

Taking the online class was stressful (from somewhat stressful to extremely stressful) for 80% of the adolescents, but 37% of them giving an online exam is not at all stressful. More than 3/5th of the teenagers found confinement to limited space somewhat extremely stressful. No privacy at all, which is directly associated with home confinement during the lockdown period, was somewhat to extremely stressful for more than half of the adolescents. During the COVID-19 pandemic, teenagers couldn't take up their usual outdoor recreational activities, almost 1/4th did not find it stressful, but for the rest, it is somewhat to extremely stressful. Almost 35% of the students marked increased interference by siblings as not at all stressful, whereas increased parental control was somewhat to extremely stressful for 3/5th of the students. Increased uncertainty over the opening of schools was not at all stressful for more than 1/5th of the students.

However, uncertainty over career/academic performance was somewhat to extremely stressful for more than 70% of the teens. It is the

most stressful aspect for the students, especially those who study in class XII and are concerned about their choice of studies after school.

Points Related to Academics: According to the findings, almost half of the teenagers are not able to keep up with the daily routine during the lockdown period. More than 2/5th of the children agree that they studied less than usual, but they used to get excessive school work in comparison to the pre-pandemic times. Study shows that 1/3rd of them felt frustrated about the frequent cancellation of exams. Teenagers liked the online exams and felt relieved about the cancellation of the exams, which accounts for 21.3%, and 12.6% of students felt happy about not going to school, which is followed by 11.8% of the teenagers wanting the online education to continue.

One of the 16-years old boys responded, “COVID-19 has affected academics and studies the most. Because of the school closure, students don’t study properly and will not be able to have the proper knowledge, or the knowledge gained is not enough.”

Table 2: Aspects Related to Studies

<i>Points</i>	<i>Frequency (%)</i>
Excessive schoolwork than usual	40.2
Less schoolwork than usual	17.3
Feeling frustrated about the frequent cancellations of exams	34.6
Liking online exams	21.3
Felt relieved about the cancellation of the exams	21.3
Happy about not going to school	12.6
Want the online education to continue	11.8
Not able to keep up with daily routine	50.4
Study more than usual	23.6
Study less than usual	46.5
Other	3.9

Emotional Symptoms Faced by the Respondents during the Lockdown Period

Being at home all the time ignited various emotional symptoms among the children. According to the study, 27% of teenagers agree that overthinking is the major problem they have faced during the lockdown, and 23% felt unhappy during the COVID-19 crisis. Worrying a lot (22%), multiple

fears (13%), and nervousness (14%) are among other emotional signs faced by teenagers.

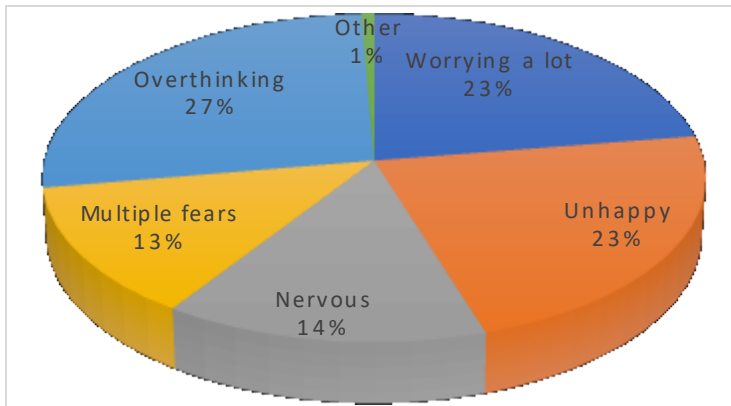


Fig. 3: Pie Chart Representing Emotional Signs Faced by the Teenagers during the Lockdown

Coping and Resilience among the Teenagers

Adolescents have adopted various coping strategies during the COVID-19 pandemic. A 4-pointer scale (1: often; 2: sometimes; 3: rarely; 4: never) has been used to know the frequency of usage of various coping strategies.

Spending family time and watching television or listening to music are the most common approaches adopted by teenagers to deal with stressful times accounting for more than half of the teenagers. More than 2/5th of the teenagers said sleeping helped them to ignore negative circumstances. Almost half of the students joined online recreational activities ('often' to 'sometimes'), whereas more than half of them learned something new during the lockdown. More than 30% of the students say they sometimes practice yoga/relaxation techniques and other physical exercises like jogging or walking, and a little less than 2/5th of the students often tried to organise their studies/schedule better and pursued hobbies like dancing, reading, painting, etc. More than 1/4th of the students often shared problems with parents/family as well as friends; they ask for help and guidance from others as well as get engaged in self-care and self-assessment. Children have shown an optimistic approach by thinking positively, accepting challenges as part of their lives, and believing in destiny. Almost 30% of the children prayed to face the challenges. Adolescents also got engaged

in negative coping behaviour. More than 1/5th of the teenagers have visited age-restricted sites at least once during the lockdown. Around 15% of them at least once got engaged in smoking and drinking. Around 1/4th of the children often overuse social media (Facebook/Instagram, etc.) and did overeating.

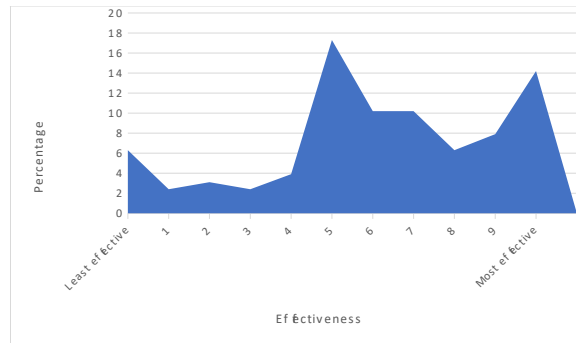


Fig. 4: Graph Representing the Effectiveness of Coping Strategies among the Teenagers

Factors Influencing the Coping Behaviour of the Teenagers

Bonding with parents has shown a significant correlation with the effectiveness of coping (Contingency coefficient: 0.373, Pearson's R: 0.370, Spearman Correlation: 0.154). Almost half of the children consider it an important factor influencing their coping behaviour. Other important factors are relationships with family and Kin (29%), peer group (12%), and no physical meetings with friends/boyfriend/girlfriend (15%).

Activity Engagement of the Teenagers during the Lock-down Period

Study shows that half of the teenagers tried to maintain their school routine. 46.5% of the children said they spent excessive time on screen. More than 40% of teenagers engaged in household work and other activities with family. Almost 38% of students agree that they excessively used social media and did other online activities.

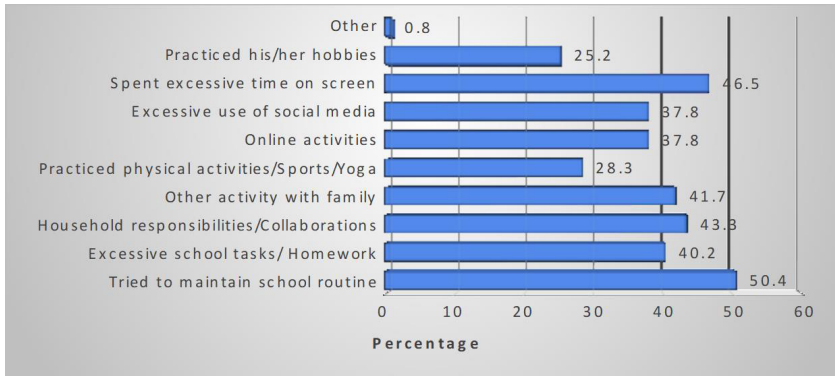


Fig. 5: Activities the Teenagers Get Engaged in during the Lockdown Period

The Resilience Shown by the Teenagers and Various Positive Aspects

- Almost 40% of the teenagers agree that their parents help them organise their schedule, teach them, give them proper attention, and listen to them. Bonding and communication with parents got better during the lockdown period and are significantly correlated with the proper attention given by parents to the teenagers and the suggestions and guidance they gave to their children in times of need. A 16-year-old girl said, *“In my family, there is no negative aspect because we support each other in any situation.”* A 16-year-old boy responded that *“I’m in a good condition during the lockdown. My parents did a lot of hard work to maintain this good and happy situation at home.”*
- Availability of time at home has increased family engagements which helped in building positive family relationships and impacted the resilience among teenagers in a great manner. A 17-year-old girl responded: *“Got more engaged with family, cousins. Got to learn more things (cooking, playing indoor games, etc.) Started doing exercise/meditation every evening with my father. Spent time with family by watching movies and series, cooking, and much more. Had Zoom meetings with my friends and celebrated each other’s birthday, which was so exciting.”*
- Communication with parents and bonding with them got better as parents and children spent a lot of time together, were available to each other, and enjoyed the time together. One student (a 13-year-

old boy) said, *“I got to learn a lot in this from my parents, and they told me how to do better in my life. And about what good I can do in my future life.”*

- Children have shown an optimistic approach while facing the pandemic. A 16-year-old boy responded, *“During the lockdown, I became more optimistic over time and was able to spend more time on my weaknesses.”*
- The teenagers have tried to make themselves better and strong to face the lockdown-induced challenges. A 17-year-old Boy said, *“There is no denial of the fact that COVID-19 had affected the lives of billions of people. Similarly, it affected my life too. Positive aspects are that I have seen many changes inside me, such as I have become emotionally strong, solve problems more smartly, become more mature, and started finding beauty in every little thing and moment.”*
- Students have devoted more time to their studies and academics. A 17-year-old girl mentioned, *“Being a student, I get plenty of time to study, and that’s wonderful.”*
- Other aspects that the children have enjoyed during the home confinement are changing themselves in a better way and being ready to accept the challenges in the future. One student said, *“I have realised that anything can happen in this world, so you have to be ready all the time” (A 17-year-old boy).*

Analysis

The COVID-19 pandemic is a sudden emergent situation that induced circumstances that are beyond normal experiences leading to various Challenges. Teenagers have faced various challenges, including physical, social, and psychological challenges, challenges at the family level, and other challenges. Physical challenges include irregular sleeping patterns, lethargy, weight fluctuations, weak eyesight, frequent headaches, and other health-related issues. Irregular sleeping patterns and spending excessive time on-screen are significantly correlated. The major social challenge faced by adolescents is less connectivity with friends or schoolmates. Other social challenges include problems in reaching out to people, their social relations worsened, and they also

faced problems in reaching out to partners. Irritation has been the most abundant psychological issue faced by teens during the lockdown, followed by anger and anxiety regarding careers which has been shown more by students studying in board classes (class 12th or 10th). Other psychological challenges were frequent boredom, low self-confidence, mood variations, helplessness, fear, anxiety regarding relationships, suicidal thoughts, insomnia, panic attacks, claustrophobia, and various others. Irritation is directly associated with an increase in parental supervision during the home-confinement. Whereas low self-confidence and not being able to keep up with daily routine have a significant correlation. Challenges at the family level include no privacy, financial loss, an increase in parental supervision, physical violence, or verbal abuse at home. Other challenges faced by adolescents are problems in online classes, managing schedules, intense monitoring of news/negative news, and less space to be alone. Overthinking, unhappiness, worrying a lot, nervousness, and having multiple fears are the various emotional symptoms faced by the children during the lockdown period.

Despite facing these extreme conditions, teenagers have shown an optimistic and resilient approach. They have tried to maintain their school routine, but the time spent on screen has dramatically increased. They have tried to apply various coping strategies such as joining recreational activities, family time, learning something new, exercising, meditation, sharing problems with parents/family, praying to face challenges, watching television, listening to music, etc., which have proved to be effective. Bonding with parents has played a very important role in the effectiveness of these approaches. Family, teachers, friends, boyfriends/girlfriends, as well as online support, are the various support system available to adolescents during the pandemic.

CONCLUSION AND RECOMMENDATIONS

The paper tried to understand the challenges faced by teenagers during the COVID-19 pandemic and also explored the various coping strategies adopted by them. Despite all the challenges, the teenagers have shown resilience and recouped.

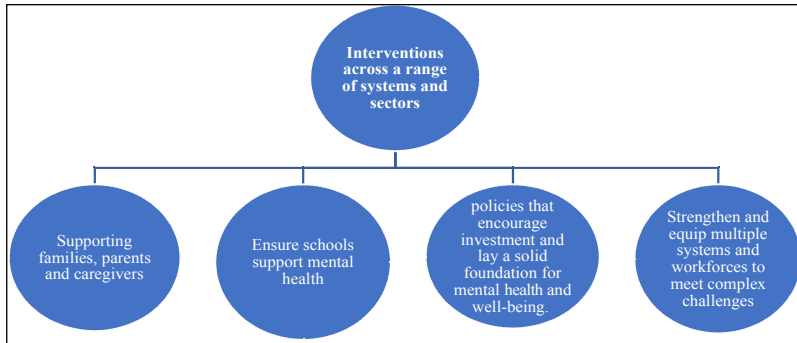


Fig. 6: Interventions across Various Systems to Promote Resilience among Teenagers

However, it is important to know the specific need of teenage during extraordinary times like pandemics.

- There is a need to sensitise family members, especially parents, about the significance of the adolescence period and the various development associated with it. In adolescence, nurturing and supportive parenting remains one of the strongest protectors of mental health.
- Schools can be healthy and inclusive digital environments where children learn critical skills to bolster their well-being.
- There is a need for school social workers. With appropriate methods and techniques, they can build a better atmosphere and can help the students both online and offline.
- Social and emotional learning approaches that include whole-school interventions and specific interventions or counselling for at-risk/vulnerable children.
- It is also necessary to improve data, research, and evidence. Establishing and promoting policies focussing on the need of the teenage for better care of adolescents. Encouraging investment in the particular area for better health and well-being of the children.

SOCIAL WORK INTERVENTION

The social work intervention model has been proposed to analyse the situations with which the children are dealing and to understand their

needs. It is based on the finding of the paper and will be helpful for teenagers to cope with challenging times. The social work intervention model would be beneficial for the students to develop their personalities and adapt to the changes well.

Table 3: Social Work Intervention Model to Promote Resilience among Teenagers during Crisis Situations Like Pandemic

<i>Objectives</i>	<i>Target Groups</i>	<i>Sessions</i>	<i>Methods</i>
To understand the situation of the teenager and strengthen their personality accordingly	Teenagers Children	Knowing their situation and challenges Problem-solving Schedule management	Face-to-face interaction Individual counselling Group discussions Use of Audio-visuals and information booklets
To modify teenager's atmosphere and create awareness regarding their needs	Individuals Family members Parents Teachers School authorities	Improving communication New recreational activities with significant others Nurturing the adolescent Adaptive coping strategies	Individual sessions with family members, parents, teachers Group discussion with Family members, parents, teachers, school authorities and other significant others Discussion with experts

<i>Objectives</i>	<i>Target Groups</i>	<i>Sessions</i>	<i>Methods</i>
To understand the significance of parenting in coping and resilience among the adolescents	Parents	Parenting style	Sessions with parents
	Teenagers	Stimulating parental behaviour Parent-child communication	Counselling
To involve peers and teachers in building resilience among teenagers	Peers	Teacher-child interaction	Group meetings
	Teachers	Communication with peers	Discussions
	Caregivers	Responsive inter-relations	
To collect and disseminate information about effective policies and programmes regarding children.	Civil Society	Ensuring accessibility and availability of different policies targeting the needs of teenagers	Government policies
	Caregivers	Health care (both physical and mental)	Research reports Advocacy Use of various means of mass media
	Government Information Team		

The first objective is to understand the situation of the teenager and strengthen their personality accordingly. It is important to build the personalities of students as it would contribute to developing resilience among them. Their strong and positive mindset would help them tackle the adverse effects of pandemic-like situations. The sessions would include their situation assessment, and problem-solving ability, among them as well as schedule management during the lockdown. The sessions would be conducted through face-to-face interactions with the teenagers, their individual counselling as well as group discussions, and the use of Audio-visuals and information booklets.

The second objective is to modify teenagers' atmosphere and create awareness regarding their needs. It is important to modify the surroundings of teenagers to prevent stress among teenagers during the lockdown period. The sessions would focus on improving communication with significant

others like family, members, parents, teachers, and peers, trying new recreational activities with them, nurturing the adolescent, and trying to induce adaptive coping strategies. The sessions would be conducted by individual sessions with family members, parents, and teachers. It would also include group discussions with Family members, parents, teachers, school authorities, and other significant others, as well as discussions with experts.

The third objective is to understand the significance of parenting in coping and resilience among adolescents. The sessions would focus on parenting style, stimulating parental behaviour, and parent-child communication. They would be conducted by sessions with parents as well as counselling.

The fourth objective is to involve peers and teachers in building resilience among teenagers. The sessions would include teacher-child interaction, communication with peers, and responsive inter-relations, and they would be conducted through group meetings and discussions.

The fifth objective is to collect and disseminate information about effective policies and programmes regarding children. It is important to know the current programmes and policies which can help teenagers. The sessions would focus on ensuring accessibility and availability of different policies targeting the needs of teenagers and health care (both physical and mental). They would be implemented by government policies, research reports, advocacy, and the use of various means of mass media.

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