



Psycho-Emotional Effects of 15-16 Years Adolescence on Pandemic

Ida Kruti¹

Department of Psychology, University Collage "Wisdom", Tirane, Albania¹

Abstract

The Covid Pandemic - 19 like any other pandemic carries personal, economic, social, and social psycho-emotional effects in each of us, in any society. Development of adolescents known a greater sensitivity towards powerful closures, which had many countries in the first phase of the pantheon. Anxiety, fear, social distancing, insecurity that was closely linked to the loss life of a loved person, as well as the new lifestyle conditioned by the pandemic has caused high levels of stress and frustration, seriously endangering their well-functioning lives. The test included 123 students in three high schools in the capital city. The 66 girls, 54 percent of the sample and 57 boys, 46 percent of the sample, aged 15-16 years. The time of completion of the questionnaire was September - October 2020 10th grade students who started going on school physics. They were directly affected during the period March - September 2020 when this age group was excluded from the possibility of movement (going outside). Students who participated in the questionnaire live and attend school in the Albanian capital. The results show that there is a strong connection between closure and psycho-emotional effects on adolescents, 80% of girls have experienced increased stress, anxiety, sedentary life due to lack of socialization, physical activity and fun events, while 78% of boys claim to have experienced increased stress, insomnia and aggressive behavior due to lack of socialization, physical activity and fun events.

Keywords: teens, boys, girl, pantemic, psycho-emotional effects

1. Introduction

1.1 Adolescence

The Adolescence (lat. Adolescence = growth, empowerment) can be defined as the age of youth, the time of entering the stage of gender maturity and adulthood, which varies from 14-25 years, in girls 12-21 years and in boys 14-25 years. In Australia this age varies from 12-20 years. In Germany, adolescence is known as a developmental stage that extends from 15 - 24 years and in Austria it varies from 14-19 years[1].

The individual teenager grows into a socio-economic and political specific context and that in itself is changing[2]. According to the World Health Organization, adolescence is defined as the age period ranging from 11/12 to 19/21 [3]. Adolescence is known as a Biopsychosocial being, so it is important to analyze the adolescent in this three dimensions[4].

The social dimension implies the environment and culture where adolescents grow up as their role in the social function. It has long been assumed that the adolescent grows up in the adult-created world, but it is also accepted that many of them construct their own adolescence[5]. Adults create the conditions, but it is adolescents who play the most, being determining factors in their development [6]. According to Larson and Willson, 2004 [7] a country's sociocultural economic transition, urbanization, technology, or atmospheric conditions such as strong earthquakes such as Haiti, 2010, or BBC technological changes, are considered as important development factors. Among the factors that determine the development of adolescence in all countries, regardless of their cultures can be mentioned sociocultural, genetic, environment, diet, climate, physical and mental illness, stress and social factors [8].

Adolescents are dominated by the desire to be free and independent[9]. Boys tend to gain more independence by rebelling, while in girls this phenomenon appears in a milder form [10]. The task of psychology is to analyze adolescence and the conflicts that arise during this stage[11]. The end of 2019 affected the entire social, economic and family environment from the Covid-19 Pandemic[12].

1.2 Pantemic

Pantemic one of the names that became the topic of the day during the end of 2019 and 2020 continues today[13]. Anytime we talked about pandemic the concept referred to the past. Maybe a very vague but very important status. This term is often left in oblivion and people only deal with it



when confronted with it. The pandemic is a huge epidemic that sweeps across the globe[14]. The flu of 1918 that killed million people worldwide was a pandemic. It was 2009 with H1N1, which brought a redesign by the World Health Organization (WHO) of the term Pandemic[15]. According to this organization a pandemic must meet 8 criteria which are: wide geographic extension, disease movement, high attack rates and explosiveness, minimal population immunity, novelty, infections, contagions and severity[16]

The pandemic changed the way of life[17], social, physical distancing, wearing masks, movement restrictions, non-attendance of relatives and meetings with friends, non-attendance of cinemas, theaters, sports centers and especially the loss of lives slowly changed the growth of life, not only for adolescents, but in the entire population[18]. Lifestyle, eating habits, work, learning and shopping on-line bring to everyone another way of looking at life, but also her own way of living with her symptoms: Physical health that includes stress, anxiety, fear of the future, fear of loss loved person, sadness, loss of interest, sadness[19]. The physical symptoms are overweight due to lack of exercise and unhealthy diet, headaches, sleep disorders.

1.2 Situation in Albania

The Ministry of Health announces the closure of educational institutions for the prevention of the Covid-19 pandemic[20]. Only a few days later, the restriction of movement was announced, excluding family members and patients who go to the hospital. Obtaining a permit to go shopping was given only to ages 18 to 60 from Monday to Friday from 9:00 -11:00. On weekends, 60+ ages were allowed to move from 8:00 to 10:00, while from 10:00 to 12:00 only mothers with children up to 14 years old were allowed to move[21].

The country experienced a release of measures from the end of April to the beginning of May, where movement was allowed only for graduates to attend the teaching process to complete the exams, but again the age prohibited for movement excludes adolescence from 15-16 years. Teaching and work were done on-line from home. Therefore, parents and children had to stay home. This situation continued until August, when was allowed to move all sections of the population excluding ages 60+.

For many children and young people, the pandemic and lockdown mean: loss of routines and daily structure, loss sports and exercise, lack of social contacts, increased media consumption, for this year this young people loss school graduation, conflicts between siblings and between parents and children increase

2. Materials and Methods

2.1 Participants

Knowing the individual adolescents and the factors that influence their behavior and their own development we found it reasonable that at the beginning of the school year to direct exactly a questionnaire to tenth grade adolescents, who belonged to that age group during the first period of restriction you were not allowed to move. Another impetus was the increase in the number of those affected by Covid-19, which could again lead to the closure of schools and the conduct of on-line teaching.

From the questionnaire conducted 1500 high school students, 95% of 15-16 year olds showed that they would not prefer online learning in any way. The test included 123 students in three high schools in the capital city. The 66 girls, 54 percent of the sample and 57 boys, 46 percent of the sample, aged 15-16 years. The time of completion of the questionnaire was September - October 2020. They were directly affected during the period March - September 2020 when this age group was excluded from the possibility of movement (going outside). One of the known inventories is EPII[22], but we decided for this age group(15-16 years) to apply a questionnaire adapted to the conditions of our country, that contains 30 questions/statement, where adolescents were asked about school, family life, social, emotional, physical activities, quarantine, restrictive measures and Covid-19 itself as disease. The questionnaire is divided into two sections for each phenomenon, the first question has a yes / no answer, the second is open question exp.:

- During the period March - June, were you or your family members infected with Covid-19?
- How do you feel the new behavior that has imposed on us this new lifestyle?

Independent variables are age, class, gender, education that the adolescent attends and factors that have influenced their condition such as: lack of contact with peers, social distance, lack of physical and entertainment, loss of life of family members.

Dependent variables are stress, anxiety, sedentary lifestyle and unhealthy food, aggression.



2.2 Results

The following table presents the correlational links that exist between the problems of adolescence during the pandemic and the influencing factors report the following statistical links. This data entered in the SPSS program.

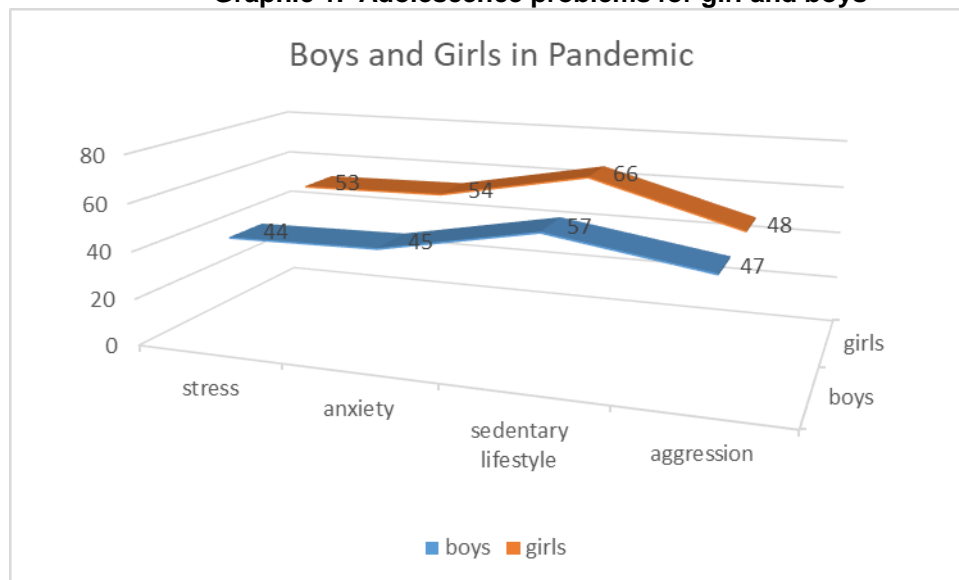
Table 1. The correlation between problems of adolescence and influencing factors

		lack of contact with peers	social distance	lack of physical and entertainment
Stress	Pears Correlation	,673**	,552**	,449**
	Significant (2-seitig)	,000	,000	,000
	N	123	120	122
anxiety	Pears Correlation	,664**	,678**	,546**
	Significant (2-seitig)	,000	,000	,000
	N	123	120	120
sedentary lifestyle	Pears Correlation	,473**	,352**	,349**
	Signifikant (2-seitig)	,000	,000	,000
	N	123	123	121
aggression	Pears Correlation	,473**	,452**	,633**
	Signifikant (2-seitig)	,000	,000	,000
	N	121	123	123

** . Correlation significant for $p < 0,01$

From the above correlation links it is reported that there are significant links between them. The strongest value is reported respectively in stress and anxiety with a value value expressed by $r(123) = .67, P = .00$ for $p < 0.01$, for $30 \leq |r| < 62$ in a positive direction .

Graphic 1. Adolescence problems for girl and boys



** T- Test sinjifikante në vlerën 0.01

Referring this graphic display the answer of both genders, girl and boys about stress, anxiety, sedentary lifestyle and aggression, where from 57 boys 77% of them claim to have been in a state of stress during the pandemic. 78% claim to have had anxiety 100% of them self-report that they have lived a totally sedentary life in front of computers, television and telephone and 82% of them report that they have displayed aggression within the family. From 66 girls 80% of them state that they



were in a state of stress during the pandemic, 82% state that they had anxiety 100% of them self-report that they have lived a totally sedentary life and 73% of them report that they have shown aggression.

References

- [1] Arnett, J. J. "International encyclopedia of adolescence": A-J, index, Band1 Roudledge, Taylor & Francis Group, Oxon, New York, USA. pg.26,45,321,2007.
- [2] Stangl, W. "Entwicklung im Jugendalter 1. & 2. Johannes Kepler". Universität Linz. Austria, 1997 & 1998
- [3] Ayers, S., Baum A. , Mc Manus, Ch. Newman, S., Wallston, K., Weinman, J. & West, R. "Cambridge Handbook of Psychology, Health and Medicine" (2nd Ed). Cambridge University Press, pg. 5, 2007.
- [4] Ausubel, D. P. "Theory and Problems of Adolescent Development". (3rd Ed.) Writers Club Press, New York. pg. 13, 2002.
- [5] Coleman, C. J. "The Nature of Adolescence, (4th Ed), Madison Avenue, New York, pg.16, 2002.
- [6] Smetana, J. G. "Adolescent, Families and Social Development" How Teens construct their Worlds. Wiley-Blackwell, UK, pg. 33,43, 2002.
- [7] Larson, R., & Willson, S. "Adolescence across place and time: Globalization and the changing pathways to adulthood". In Handbook 10, pg. 301, 2004.
- [8] Berk, L. E. "Entwicklungspsychologie". Pearson Education GmbH, München, Deutschland, pg.31,32, 2011.
- [9] Coleman, J. C. "Relationships in adolescence", London, pg.29, 1974.
- [10] Stoff, David M. Stoff, James Breiling, Jack, D. Master, " Handbook of Antisocial Behavior" pg.25 , 1996.
- [11] Wohlman, B. B. "Adolescence: Biological and Psychosocial Perspectives". Greenwood Press Westport, pg.30, 1998.
- [12] <https://www.seepark-klinik.de/fachbereiche-krankheitsbilder/krankheitsbilder-a-z/> psychische-corona-folgen-bei-kindern-und-jugendlichen
- [13] <https://www.who.int/docs/default-source/coronaviruse/mental-health-considerations.pdf>
- [14] Last JM, editor. "A dictionary of epidemiology, 4th edition". New York: Oxford University Press; pg.131, 2001.
- [15] Doshi P. "Bulletin of the World Health Organization. The elusive definition of pandemic influenza", 2011.
- [16] McMillen, W. Christian "Pandemics: A Very Short Introduction", Oxford University Press, 2016, pg.2 Great Britain.
- [17] <https://www.euro.who.int/en/health-topics/health-emergencies/coronavirus-covid-19/news/news/2020/3/who-announces-covid-19-outbreak-a-pandemic>
- [18] <https://www.kinderarzt-gilching.de/blog/335-homeschooling-verursacht-stress.html>
- [19] Alex D., Der Einfluss der COVID-19-Pandemie auf digitalen Stress in Deutschland, 2020. <https://idw-online.de/de/news760006>
- [20] Akti normativ me fuqinë e ligjit, nr. 3, datë 15.3.2020, Albania
- [21] Akt normativ i Këshillit të Ministrave nr.4, datë 16.3.2020, Albania
- [22] Damion J.Grasso, Margaret J. Briggs-Gowan & Alice S. Carter Epidemic-Pandemic Impacts Inventory, 2020