

Responses Of Personal Agency Of Adolescents In Relation To The Covid 19 Pandemic Outbreak: An Exploratory Study With Children Of Mental Health Workers In Chile

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ABSTRACT

During December 2019, cases of life-threatening pneumonia were reported in Wuhan, Hubei Province, China, naming it COVID-19. Due to its seriousness in terms of rapid spread and number of deaths, in March 2020 the World Health Organization (WHO) declared it a pandemic, presenting itself as a challenge for health systems. In the face of this crisis, different measures have been decreed globally to stop or reduce the spread of the virus, including distancing strategies and quarantines, which according to the results of research carried out would result in a negative impact on mental health for both the general population and children. girls and adolescents. In this scenario, the purpose of this research was to characterize the personal agency responses of adolescent subjects, children of mental health workers, in relation to the COVID-19 pandemic outbreak. For these purposes, the social constructionist perspective and a qualitative theoretical methodological approach from an exploratory design were considered as an epistemological basis. The interviews were conducted with 6 adolescents, this group being composed of men and women between the ages of 13 and 16 years. The collection of information was done through semi-structured interviews and the application of the adaptation of the narrative exercise "the comet of life", using the ZOOM platform. The analysis used was that of interpretive content, emerging data related to the responses of adolescents in 3 dimensions: pandemic and physical isolation, pandemic and family life, and pandemic and school life. This will contribute not only to the lives of these adolescents and their families but also to the reflection and knowledge of this situation so little studied.

Keywords: COVID 19, Adolescents, Personal Agency.

1. INTRODUCTION

In December 2019, the first cases of fatal pneumonia were reported in Wuhan, Hubei Province, China, which were later identified as a new disease known as COVID-19 (Trilla, 2020). According to the World Health Organization (WHO), this disease is caused by a recently discovered coronavirus and mainly affects the respiratory system. Most infected people experience mild or moderate symptoms and recover without the need for special treatment. However, older adults and those with underlying conditions are at higher risk of developing serious complications. The transmission of the virus occurs mainly through droplets of saliva or nasal secretions that are expelled when coughing or sneezing, which allowed the disease to spread rapidly around the world, resulting in thousands of confirmed cases and deaths (Urzúa et al., 2020). Due to the magnitude and severity of the situation, the WHO declared COVID-19 a pandemic on March 11, 2020, confronting global health systems with an unprecedented challenge.

The first case in the Americas was confirmed in the United States on January 20, 2020, followed by Brazil on February 26. Since then, the virus has spread to all 56 countries and territories in the Americas, including Chile (Pan American Health Organization [PAHO], 2020). A year later, Chile's Ministry of Health reported a total of 618,190 cases of COVID-19, of which 584,457 patients had recovered, while 16,767 people died from the disease (Ministry of Health, 2021).

In response to the crisis, various measures were implemented globally to mitigate the spread of the virus, such as social distancing and quarantines. These measures, as demonstrated in previous pandemics such as SARS, Ebola, and H1N1, tend to have a negative impact on mental health (Hawryluck, 2004; Sprang, 2003; Bai, 2003; Reynolds, 2008; cited in OPIK,

2020). In the context of COVID-19, the psychological effects of quarantines have been documented to include anxiety, depression, and post-traumatic stress disorder (Brooks et al., 2020). According to Taylor (2019), "pandemics have very important psychological effects on the population, derived from the perception of uncertainty, confusion, and a sense of urgency that they generate" (cited in Chacón-Fuertes et al., 2020, p. 119).

In Chile, the government decreed a state of constitutional exception due to catastrophe, joining international decisions such as the restriction of gatherings in public spaces, the limitation of transit, the implementation of quarantines and the curfew. These measures not only affected physical health, but also caused a deterioration in the economic and social sectors, decreasing participation in recreational and cultural activities, and prioritizing remote work and virtual education (Valls, 2020).

With regard to the mental health of the child and adolescent population, the WHO (2020) has warned that we are facing a universal crisis, as children and adolescents (NNA) are particularly affected by the measures to contain the pandemic. UNICEF (2020) identifies this group as one of the most vulnerable, with a significant increase in anxiety, depressive, and post-traumatic symptoms (Del Castillo & Pando, 2020; Liu et al., 2020; Xie et al., 2020; Zhou et al., 2020). In addition, psychosocial risk factors such as isolation, domestic violence, and the excessive use of new technologies have affected the development of children and adolescents (Del Castillo, 2020). Orgilés et al. (2020) report that 85.7% of parents observed changes in their children's emotional and behavioral state during quarantine.

A recent Chilean study on the mental health of schoolchildren and preschoolers during the pandemic concluded that COVID-19 significantly increased symptoms such as irritability, temper, disobedience, and changes in appetite (Larraguibel et al., 2021). However, in the case of adolescents, there are few studies that assess the specific impact of the pandemic, which is worrying given the importance of this stage of development, characterized by a greater need for social interaction (Racine, 2020; Orben, 2020). Therefore, it is necessary to continue exploring the experiences of this age group.

Although the negative consequences of the pandemic have been documented, some studies have also identified positive effects on daily life. For example, in a study by Johnson et al. (2020), participants pointed to the valorization of interdependence and the strengthening of social ties as positive aspects derived from the crisis. This coincides with the research of Balluerka (2020), who highlighted that the willingness to help others increased by 30-40%, and with Gutiérrez (2020), who pointed out that the bonds between professional colleagues (doctors, nurses, psychologists) have been strengthened during this crisis.

In Chile, Valls (2020) also documents some positive resources emerging in couples during the pandemic, such as family reorganization, valuing support networks, and strengthening intimacy. In this context, it is imperative to investigate how adolescents have coped with this crisis. As Arden (2019) indicates, "there is an urgent need for psychological research in mental health on the subject of COVID-19, since there is still much we do not know about it". Understanding how the child and adolescent population has been affected is essential to design intervention plans that mitigate the impact of the pandemic (Del Castillo, 2020), recognizing that the needs of this group are different from those of adults.

This research will adopt a social constructionist perspective, which will explore the stories of adolescents about their experience in the crisis. As White (2006) points out, "no person is a passive recipient of trauma. People always do something to try to prevent or modify it" (p. 49). It is essential, as Chimpén-López et al. (2021) indicate, to create a space not only to discuss traumas and their effects, but also to examine the resilience responses that have emerged. In addition, as systemic therapists, we are in a privileged position to influence the family system and help people regain personal agency (Amoring, 2020; White & Epston, 1993).

This study aims to characterize the self-agency responses of adolescents between 13 and 16 years of age to the COVID-19 pandemic outbreak, in order to answer the question: What are the personal agency responses of adolescents in relation to the COVID-19 pandemic outbreak?

2. OBJECTIVES

2.1 General objective

To characterize adolescent personal agency responses in relation to the COVID-19 pandemic outbreak.

2.2 Specific objectives

- To identify responses from adolescents in relation to physical isolation.
- To identify responses from adolescents in relation to changes in family life.
- To identify responses from adolescents in relation to schooling.

3. METHODOLOGY

3.1 Research Approach

This research seeks to account for the personal agency responses of adolescent children of mental health personnel during the COVID-19 pandemic outbreak. To this end, we sought to identify the responses of adolescents in relation to physical isolation and changes in their family and school life.

This was done using qualitative methodology, since it allows a comprehensive approach to the data, defining the qualitative approach as one that seeks to find answers to questions that focus on social experience, how it is created and how it gives meaning to human life (Sanabria-Rojas, 2001)

In addition, it allows us to approach the experiences of the subjects without preconceived theories seeking to understand in detail the perspectives of the adolescents in the sample, since it is an approach based on the understanding and interpretation of the singularity of the experiences within their own frame of reference and historical-cultural context, producing descriptive data from the subjects' own words and/or observed behaviors (Martínez, 2011).

Thus, as Hernández (2014) points out, in the qualitative search, the researcher begins by examining the facts themselves and in the process develops a coherent theory to represent what he observes, based on a logic and inductive process (explore and describe, and then generate theoretical perspectives), advancing from the particular to the general.

3.2 Type of study and research design

The research is proposed as an exploratory study, which according to Hernández et al, (2010): "serves to increase the degree of familiarity with relatively unknown phenomena... characterized by being more flexible compared to descriptive or explanatory studies, being broader, because they seek to observe as many manifestations of the phenomenon as possible" (p.78), which would be consistent with the aforementioned given that experiences in times of confinement due to COVID 19 is a phenomenon that has been scarcely studied, due to the recentness of the events, especially in relation to the subjective experience of adolescents and their agency responses.

As for the design, it is non-experimental, since there is no control of the variables in this study, observing the phenomenon as it occurs in its natural context, without a sense of causality and then analyzing it. In addition, it is cross-sectional, because the information is collected at a single moment in the adolescent's life.

3.3 Participants

The sample of participants defined for the study is intentional and non-probabilistic, taking into account that the subjects defined for the research were chosen through a choice based on their characteristics, with previously defined selection criteria. Thus, following the guidelines proposed by Martínez-Salgado (2012) who points out that, in the framework of qualitative research, each sample unit "is often and intentionally selected for its possibilities of offering in-depth and detailed information on the subject of interest for the research" (p.615), a procedure known as selective sampling.

For the present research, it was made up of adolescents between 13 and 16 years old, in whom at least one of their parents or caregivers worked in mental health during the COVID-19 pandemic outbreak.

Sample access strategies were developed in two different ways. The first was the direct contact of professionals from two mental health centers: The Mental Health Center (CESAM), San Joaquín, which depends on the southern metropolitan health service and the NEUROCARE Center, a private health center in the commune of Las Condes, which mainly treats neurodevelopmental disorders. The other strategy was carried out through an invitation published on social networks to participate in the study.

The incorporation of participants was carried out progressively, in relation to when it was visualized that one of the participants met the inclusion criteria of the sample.

At first, the inclusion criteria that guided this research consisted of participants having to be adolescents between 13 and 16 years of age and also have lived during the COVID-19 pandemic crisis with at least one caregiver or parent who was actively working as mental health personnel at that time. As exclusion criteria, it was decided that those adolescents who, although they met the criteria set out above, lived in families that filed previous complaints of situations of domestic violence or violation of rights, or who presented or lived in their family group with subjects with severe psychiatric pathology, moderate or severe intellectual disability and/or autism spectrum disorder, would not participate in the study.

Finally, the sample was made up of 6 adolescents between 13 and 16 years old, 3 men and 3 women, who lived at the time of the COVID-19 pandemic outbreak with at least one caregiver or parent who was actively performing tasks as Mental Health personnel. At the end of both interview sessions, only 5 subjects were subjected, due to the voluntary decision of one of them to leave the study as it interfered with their leisure time.

The characteristics of the sample are reflected in Table n°1 below (pseudonyms are used to protect the identity of the participants):

Pseudonym	Age	Gender	Relationship with caregiver	Caregiver Occupation	Commune Residence	of	How many interviews did he participate in
Carlos	14	Male	Mother	Neurologist	The Queen, RM		2
Sergio	15	Male	Mother	Neurologist	The Queen, RM		2
Mario	15	Male	Mother/Mother's Partner	Psychologist	Villa Alemana, Region	V	2
Constance	13	Female	Mother	Occupational Therapist	San Joaquín, RM		1
Monserrat	16	Female	Mother	Social Educator	La Granja, RM.		2
Mary	13	Female	Mother	Social Worker	Hill		2

Table 1. Sample characterization

3.4 Information production techniques

Taking into account the uncertainty generated by the current scenario regarding the possibility of contacting study participants in person due to possible confinements or limitations in social distance, where Brock (2020) points out: "In-person data collection might not be advisable when considering the safety of participants, or it could be expressly prohibited at times, what limits the viability of certain methods commonly used for family research"(p.1008) and following the recommendations of Hernán-García (2020) on how to adapt qualitative research to contexts of confinement due to COVID 19, is that information collection was chosen in a virtual environment, specifically from the Zoom platform. Using for this:

Semi-structured interview:

The first session consisted of a semi-structured interview by the ZOOM platform, which was carried out at the time agreed between the adolescent and the researcher, according to the availability of each of the parties. The duration of the interviews was approximately 40 minutes, and was recorded with the prior authorization of each subject.

It was decided to use this instrument due to its flexible nature to address conversations based on a pre-established structure related to the research topic (Hernández et al., 2006), which is consistent with this study since it aims to make adolescents express their points of view more easily, which according to Flick (2004) may occur more likely to occur in an open interview than in a standardized interview or questionnaire. Thus, in the interviews, the focus of the research was on the individual experience of the adolescent (Flick, 2015).

An interview pattern was used that included key elements to achieve the objectives of the research, in order to guide the structure of the conversation and obtain useful information to answer the research question.

The Comet of Life:

After the first interview, the adolescents are summoned to a second session with the researcher, also virtually through ZOOM in order to carry out the exercise of the comet of life. (Denborough, 2010)

This methodology is based on the metaphor of a comet and was born in the first instance in a particular sector of the country Canada, called St. James Town, where mainly immigrants live, as a narrative response to intergenerational conflicts. At that time, the idea of the comet was used because it was a socially valued object for the community.

In this study, the application of the kite metaphor individually as a mediator is proposed so that adolescents could talk about their values, dreams and abilities. In the original exercise of the comet of life there are the following important moments.

1. In a first step, the corners of the object they represent are identified: people's values, their dreams and hopes, and their abilities. Once these have been identified and marked on the comet, the tail of the kite is used to represent the history of those values, dreams and abilities. The left side of the queue is a cue for young people to describe people and places from their stories that are tied to their values, dreams, and abilities, while on the right side of the queue they document histories, memories, and cultural practices that relate to the social history of values, particular dreams and abilities that have been previously identified. This process can occur with a group of people making a kite or individuals making their own and aims to generate conversations between participants. Conversations unfold about what's meaningful to the people in their lives and the stories that explain it. This is a form of re-authoring conversations (Epston & White, 1998; White, 2007) in which people's favorite stories become more richly known

to them and to others. All of which can be seen in Figure 1 below.

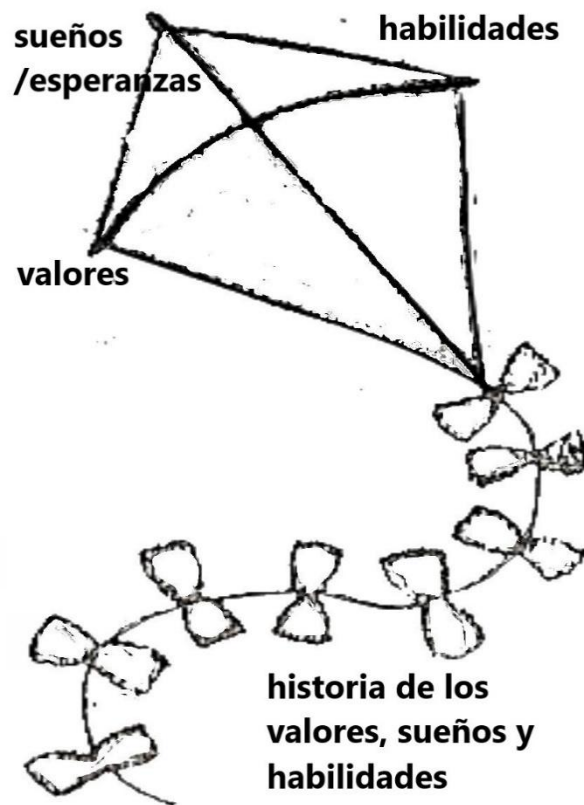


Figure 1. The Comet of Life. In original Spanish language

2. Then the kites that have been created are placed on a wall next to each other, offering a representation of what is important to the participants, and then ask them to explain to the group what they had placed in their kites and why, revealing aspects that unite and cross the different generations of people who participate in the exercise, providing participants with different ways of relating to each other's past and present.
3. As a third step, the winds that people have to face are mentioned and identified, and the effects of these winds on young people, older generations, and their relationships are discussed. Thus, when externalizing conversations are carried out collectively (Roth & Epston, 1996; Sliep & CARE Counsellors 1996, cited in Denborough, D. 2010) that make it possible to name the problems faced by communities and track their effects, avoiding the generation of guilt and shame on the part of individuals, achieving the union of generations through the recognition of some social injustices or strong winds that they had gone through, inviting participants to collaborate.
4. The fourth step is to make explicit the special skills and knowledge that the community uses to respond to high winds, since within any community that is facing difficult times the members will take all possible measures in their own way, based on their particular circumstances, skills and knowledge to try to address the effects of the problem on their lives and on the lives of those they love. These initiatives may not be fully recognized today and that, although they may not be enough to face all the difficult winds, they are highly significant. Thus, by making it possible for community members to identify these initiatives and describe them, they make the skills and knowledge they present more visible and making it possible to tell the story of these skills links them to the local culture, strengthening these initiatives. This step begins with the following question: When you are flying kites, are there any special things you do when the winds are strong?

4. ANALYSIS AND RESULTS

The following are the results constructed from the interviews and the comet exercise of life with the 6 adolescent children of mental health personnel on their personal agency responses in relation to the COVID-19 pandemic outbreak.

The presentation of the results is organized into 3 large categories: Pandemic and physical isolation, where through the analysis the subcategories of First Reactions, Adolescents and Social World, Use of Social Networks, Other Forms of Use of Free Time, Modification of the Physical Space of the Home and Recognition of Personal Skills are described. The second

category corresponds to pandemic and changes in family life, from which the subcategories of Caregivers working in mental health, Family support networks, Relationship between adolescents and their siblings, and Increased closeness and family unity are derived. And a third category Pandemic and school life, whose subcategories are: Interruption of face-to-face teaching, Differences between establishments, Stress in the face of virtuality, Socialization and school space, and return to face-to-face learning.

Pandemic and physical isolation.

In this category, the responses presented by adolescents in relation to the physical isolation that occurred during the pandemic will be analyzed. Understanding that the Chilean state issued the quarantine measure in March 2020, following the example of what was happening with other countries worldwide and in the attempt to stop and deal with the health crisis. This abruptly modifies the way of living and being in society for the entire population, including the adolescents interviewed, since it was a cross-cutting event for all socioeconomic, age and territorial classes.

First reactions

As shown, the first reactions of young people to the appearance of the virus had to do with fear, concern and confusion, emotions that they express to peers or significant adults sometimes seeking containment and clarification of what was happening. These results are consistent with those found internationally in studies carried out on young people from different countries, for example in a study carried out by Li et al. (2020) with Australian adolescents respondents report high levels of uncertainty about the future, feelings of anxiety and excessive worry about contracting the virus, as well as in a study carried out by Lee (2020) where an increase in stress-related symptoms is also observed, anxiety and depression in the face of the COVID-19 crisis. This could be related to the fact that at the beginning this pandemic not only affects one sector, but it is transversal and something that cannot be escaped no matter how much you shelter yourself. This is how uncertainty not only affects adolescents but also adults to whom they turn for containment, who do not have the adequate and accurate answers expected by young people, which could increase the feeling of insecurity by not being able to anticipate what will happen and thus in this search for information turn their attention to what happens in the surrounding environment such as the news on television. social networks and opinions of their peers, spaces in which they would not find certainties either.

- *"I was a little scared because I was asthmatic, I just had an hour with which he checked his asthma and I told him everything I felt and he told me not to worry that nothing was going to happen"* (Sergio)
- *"It was at school that we were in physical education and with my friends we were talking about there being a virus in China and at that time I saw it as unlikely that a virus would arrive from China to Chile, both of us were super far away, but then we found out that a person who traveled to Chile, I don't know how it was the truth, but he kind of traveled and brought the virus, and there it was quite surprising to me that it was a virus from China to Chile, it was quite shocking, it was confusing for me"* (María)
- *"When I found out that the coronavirus was in Chile, I remember that my mom was pregnant so I was worried because COVID was supposed to hit pregnant women worse, so I asked my dad if there was a possibility that COVID would arrive and he told me no, in the end it came and well I was worried"* (Mario)
- *"I remember a little bit what I found out that it was by air, that you had to stay away from others and be wearing a mask, if I saw someone with a mask at the drop I was scared, because I was afraid that it would come"* (Carlos)

Adolescents and the social world

As the quarantine time progressed and young people realized that this situation would not be as short-term as they initially imagined, this gives way to different emotions such as anger, uncertainty, loneliness, anxiety about the future and demotivation, which are associated with the loss of spaces and activities that were pleasant for them such as getting together with friends or playing sports. Thus, if we think about these results, they show that the crisis not only has repercussions in relation to the fear of contagion or some physical harm, but also that emotions arise associated with the loss of a fundamental space for this evolutionary period, which is that of socialization, since in adolescence there is a greater need for social interaction, especially with peers. considering that at this stage there is a distancing on the part of young people from family beliefs and a search for independence and a tendency to establish relationships with peers based on shared values and ideas (Li et al., 2020). In this way, the blocking of the physical spaces in which these meetings take place as a result of health measures puts adolescents in a situation not only of physical isolation, but also of social isolation, which leads them to present unpleasant emotions. Thus, in the case of adolescents, the impossibility of outdoor recreation and going out with friends becomes significant in its impact on mental health (Sánchez, 2020)

- *"I felt angry at the same time that I could not see my friends, that is, I could see my relatives, but now we had to be careful not to go out without a mask, we could not go out as we normally did"* (Constanza)
- *"It was overwhelming, because it was more like being locked up than going out"* (Montserrat)
- *"I found my life very monotonous as I always did the same thing and that demotivated me a little, because maybe*

how many years we were going to come out of quarantine, because now obviously at that time I would not know that 2022 was going to be all face-to-face again and that I was going to be able to go out with my friends again, I had planned that only in 2040 I was going to be able to have contact with people, so that might demotivate me, I thought the same way it's going to be all my life" (María)

- *"Before the pandemic I was more interested in sports, going to cheerleader I got into school workshops, extracurricular things like that, but then with the pandemic everything was canceled (...) and then when the online modality started they also tried to cheerlead, but I really felt that it was not the same to do sports through the screen" (María)*
- *"I did more sports before the quarantine" (Sergio)*
- *"Like out of nowhere I started thinking about life after, how to follow normal life when I'm an adult, what story can I tell you if I have children, because for example my parents have millions, trillions of anecdotes to tell me about what they did, from adolescence to when they went out with their friends, of all those things and I said what I am going to do, what interesting happened in my life that could also be interesting for other people" (María)*
- *"When the quarantine was in place, I didn't talk to anyone, I was very devastated" (Carlos)*

Use of Social Media

In this way, in the face of the contextual situation of physical isolation, adolescents generate different responses to what happened, which account for the various resources deployed in this pandemic crisis situation and the social measures that are taken to contain it.

One of the resources mentioned by the adolescents was the use of technologies and social networks to cope with the feeling of isolation generated by quarantine and the impossibility of physically seeing others. Thus, the networks made it possible to generate a bridge or link with other significant people, including their friends and family, providing a space that, although it was used prior to the pandemic, in this scenario becomes even more relevant considering the restrictions on movement and meeting. Thus, as Imber-Black (2020) points out, rites and social celebrations have migrated to digital platforms such as Zoom, as expressed in the reports of the interviewees, who point out that, for example, birthdays, they move the meeting place from a physical space to a virtual one, which allows them to generate a sense of closeness with their significant others.

- *"Once we used zoom for my great-grandfather's birthday, there were like 500 people on zoom because my great-grandfather turned about eighty-something years old so it was also something new for him and sometimes he didn't even look at the camera or things like that, but all in all it was the best thing we could do to see them, because they live in Lonquimay so there is no possibility of being able to travel there" (María)*
- *"and also a pandemic as I sometimes told her to talk to relatives on Instagram, WhatsApp, calls, those things" (María)*
- *"when there was a birthday we would zoom in and we would all join, there we would see each other, but physically we didn't" (Sergio)*
- *"I entered a social network called Discord; And there I was all the time talking to people I knew and everything, actually what I did most in quarantine was to be on Discord, sometimes I stayed until the night until 2, 3 in the morning talking to my friends, that helped me, now I continue to get into Discord, obviously less than the quarantine, but it was like it was a habit I took" (Sergio)*
- *"Being able to talk to my friends almost every day on the computer I think made things much better" (Mario)*
- *"If we had a birthday or something like that, we celebrated a small celebration, suddenly we did something, we invited, but not in person, online we did a zoom or something like that" (Carlos)*
- *"We talked a lot on WhatsApp, because she didn't like video calls, we sometimes met by zoom" (Constanza)*

Following this line, the young participants, in addition to syndicating the use of social networks as a form of contact with others, also show that their use allows them to expand their leisure spaces and use free time in a pleasant way, this due to the restriction of other spaces that were previously used for these purposes. Teenagers, for example, can no longer go to the square to see their friends, go to the movies, take a face-to-face course or workshop or attend classes. This comes as a response to the boredom that occurs in young people as a result of confinement and perhaps as Le Breton (2022) points out, video games can imply a time to disappear from themselves and escape from circumstances, to change this time of life that should be full of social contacts, classes, sports and cultural activities, Outings with friends for the construction in a solitary way of a world for oneself.

- *"In general, what kept me happiest was playing video games, I played a lot of video games" (Carlos)*
- *"I used to watch tik tok, I did that to entertain myself" (Monserrat)*



- *"I really think it was that and also, although it is a little bad the social networks that gave me new ideas of what to do at home, for example, that I told her about making recipes and I saw those on the internet, on Instagram I told my sister and that was the fun time I had with my sister or also YouTube to be able to learn in class, the things I didn't understand I reinforced alone at home with YouTube"* (María)

Other forms of use of free time

In this way, isolation gave way to new ways of using free time, evidencing a change between the leisure activities that were carried out before the pandemic and those that are carried out in quarantine, which also includes the introduction of new hobbies and hobbies. This is also a way to cope with the difficulties and negative emotions associated with the restrictions imposed, a way in which adolescents choose to use their time in activities that are enjoyable and allow them to distract themselves such as reading, music, dancing and crafts. Thus, within the positive psychological effects associated with coronavirus confinement, Sandín et al. (2020) mention that a high percentage of participants have experienced new positive experiences, such as the discovery of new hobbies.

- *"Really one day on the internet, on tik tok, things like that I got a review of a book and I kind of became interested in that book and I looked for it in pdf and I read it and I loved it, it was love until I cried then I wanted the book in physical, so that's when I started to have my collection of books in physical form and I also began to focus not only on what was happening in my environment but also on what was happening in my environment but also on what was happening in my environment. in books, as well as an escape from what is really happening here, like leaving the real and entering as if from the world of magic of the Harry Potter books (...) I didn't want to live unmotivated, like doing nothing and the only thing I found within my reach were books and it was something that helped me a lot in the pandemic"* (María)
- *"I read (...) fictional art, Luna Ana de Coelho is the last book I'm reading (...) because of boredom I also did sports (...) I listened to a kpop group, watched their videos or sometimes I bought something online from them"* (Montserrat)
- *"I kind of danced like that, but alone in my room it was the most I did"* (María)
- *"I like to do lettering and crafts, that's what I did"* (Constanza)

Modification of the physical space of the home

The modification of the physical space of the home and the possibility of readapting and reorganizing the places that before the pandemic were used for less time by the family group, are also a decision syndicated by adolescents as an improvement in the quality of life of families during confinement. The flexibility of the use of spaces, the beautification and the investment of economic resources and time in making the place they now occupied more adapted to their needs is a change syndicated as important and positive. This makes sense in light of theories that show that two environments coexist within the home, the social and the physical, and that an adequate physical environment provides well-being, which reduces stress and the likelihood of aggressive interactions (Corral et al., 2011). The results also show that the modification of the physical space not only occurs in terms of housing in general but also more specifically in the individualization that the adolescent makes of his own spaces, that is, his room. Thus, if we take into account that at this stage young people try to separate themselves from family patterns and seek their own identity, this space is transformed and becomes relevant when the other spaces for the definition of tastes, personality, independence are restricted, now young people are forced to spend much of their time with their parents and it seems that the decoration of their rooms allows them to express their individuality even more than before.

- *"they also tried to do things in the house that were not so boring, they put a trampoline, they bought games"* (María)
- *"I really wanted my environment to be more like me since it was going to be all the time in my room I wanted my piece to be me, me, a place where I felt totally comfortable, not simply a place of walls that is going to be maybe how many years of my life I really wanted to decorate my piece to something that characterized me that they said this piece is from Mine, it shows"* (Mary)
- *"It was also very dependent because sometimes my mother attended downstairs in the dining room or in her room, everything depended because she almost always changed. Once that was when I noticed the most, it was when she came upstairs to attend and she was like behind me, so I had my class and she was behind me attending. So when they asked me a question and I had to answer they also heard her talking to her patient, that was a little stranger than her being there next to me working"* (Sergio)
- *"That's when they began to fix the house (...) we arranged the bathroom, the rooms of each one, the kitchen, the dining room, the living room (...) my mom said it was to make the house more cozy (...) I changed the color of my room, I painted it black because I like it and it combines with everything"* (Montserrat)



Recognition of personal skills

Through the exercise the comet of life, adolescents account for the personal resources that help them cope with the physical isolation to which they were subjected during the pandemic. Those that have to do with cognitive skills, that is, intelligence, mathematical ability or another school-type skill; flexibility, adaptability, problem-solving, ability and taste for sport and musical artistic capacity. This exercise then facilitates the expression of the responses that adolescents generate in the face of this crisis, since people are not passive recipients of events, but are always responding to adversity (White, 2006)

In this way, for example, in Sergio's case, sports, music and flexibility stand out (Figure 2)

- "I do athletics and soccer (...) that is a skill of mine (...) when I do sports I get happier, I relax, it helps me to stimulate myself, that's what I did in quarantine" (Sergio)
- "I am flexible in mind and body, as well as psychologically (...) I adapted quickly to the change that basically took place when wearing a mask and how we are living now" (Sergio)
- "I play saxophone and I like jazz (...) I have a talent for music (...) listening to music calms me down, relaxes me a lot and I like the melody more than the lyrics, in quarantine I listened to and played a lot of music" (Sergio)

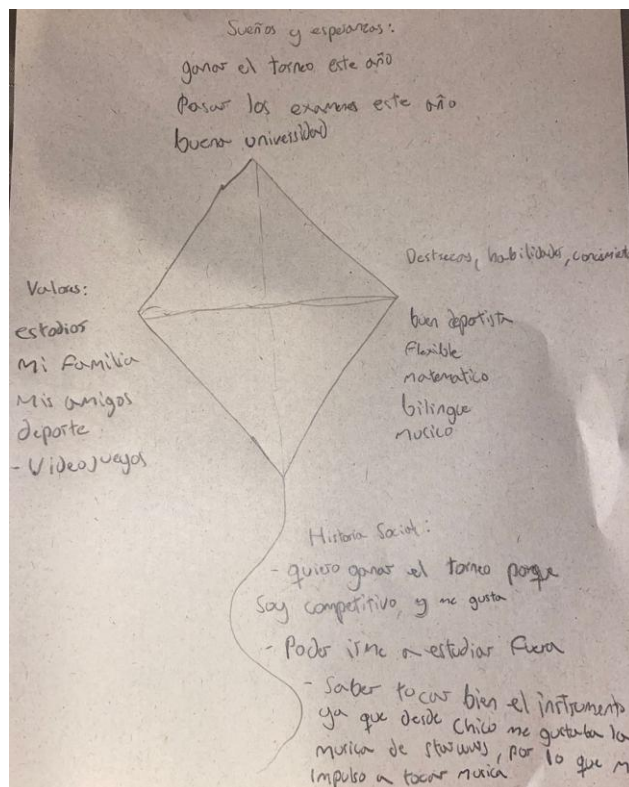


Figure 2. The Comet of Life, Sergio

In the case of Mario, Figure 3 shows his ability to mediate and solve problems.

- "I solve problems, at school they tell me a lot because I can solve problems easily, I manage to empathize, I find that it is something that is like that" (Mario)

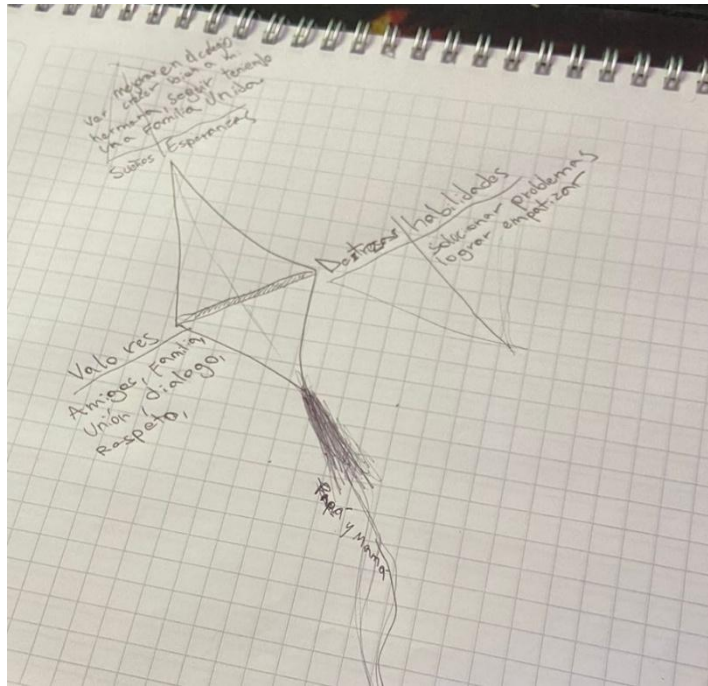


Figure 3. The Comet of Life, Mario

Monserrat, on the other hand, reflects in her drawing her skills for painting, drawing and her tranquility (Figure 4)

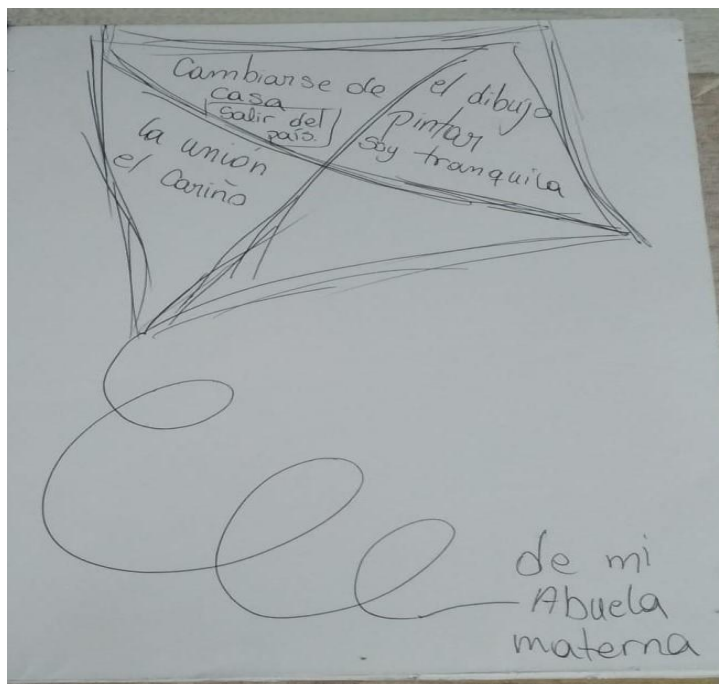


Figure 4. The Comet of Life, Monserrat

As for María, she highlights among her skills her responsibility, empathy, adaptation and intelligence. (Figure 5)

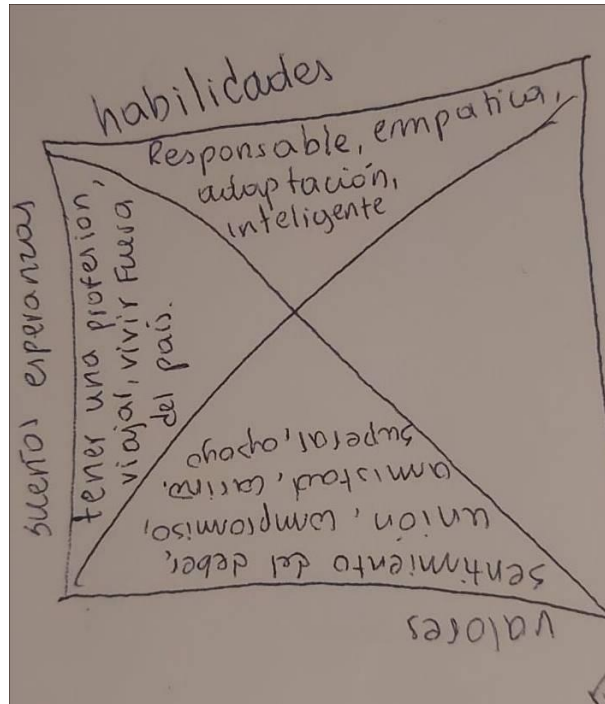


Figure 5. The Comet of Life, Mary

Finally, Carlos refers to singing and intelligence as his abilities. As shown in Figure 6.

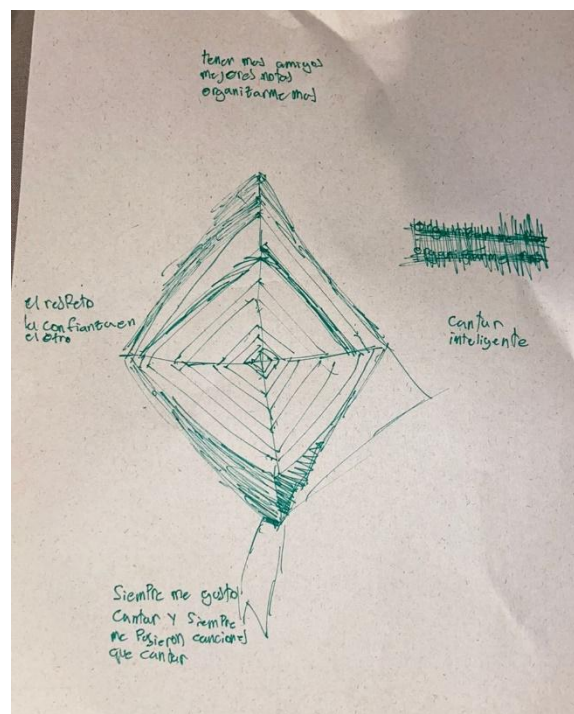


Figure 65. The Comet of Life, Carlos

Pandemic and Family Life

This category will analyse the responses presented by adolescents in relation to the change that occurred in their family life during the COVID-19 crisis. In this sense, physical isolation and the modification of contexts and possibilities of interaction with the social and collective world, especially the school space, gives way to new challenges, which must be addressed through adjustments and changes in the structure, roles and routines of the members and system of each family, since in most

cases they must go from spending a lot of time carrying out activities outside the home (school, work, etc.) to be constantly within the same physical space.

Caregivers working in mental health

Considering that the adolescents interviewed had parents or caregivers who continued their face-to-face work in the care of others at least in some periods of time during the pandemic, through their narratives it is evident that for them this was a source of a greater impact on their mental health, since not only the climate and the general context mattered, but also the fact that their parents were more exposed to the virus due to their proximity either to COVID patients or to other people of whom they did not know how rigorous they were with the sanitary measures they applied in their homes, in addition to the increase in the time of their functions, which placed them in a situation of greater danger, increasing the presence of emotions such as fear, uncertainty and the feeling of insecurity for adolescents. Fearing *for* her care figure, but at the same time fearing her care figure and the possibility that her body is a vector of contagion for the family, which generates ambivalence and increases emotional uncertainty. Since, as Le Breton (2022) points out when talking about how isolation and distancing measures confer dangerous status on the body, since even the body of the closest people such as the mother can be a vector of contagion. This is in addition to the fact that most of the adults responsible for the interviewed adolescents who carry out the work of caring for others in the health sector are female, which is complex, since it is women who traditionally assume the role of caregivers in today's society, not only in this case of their patients or their users in their jobs but also of their children in their lives. the home.

- *"My mom was a little more affected because she had to see her patients in person, at that time there was still no telemedicine, so it affected her a little more than my dad"* (Sergio)
- *"My mom tells about her work because she likes it and sometimes she had to work more there, she went over the work schedule and the girls sometimes called her on a Saturday"* (Monserrat)
- *"I was like when you come back I am not going to approach you, because she also after about June had to go to attend to COVID-positive patients about two days a week and there I was already dying (...) because he could arrive with the virus, he was very paranoid there"* (Sergio)
- *"I didn't go near her, I was afraid to approach her and if I approached she assured me that she had thrown so many things and that it had been a while since she had arrived at the house, she bathed and about ten minutes later I greeted her well"* (Carlos)
- *"At first my dad when he came home from work my dad didn't even greet us, he would open the door and come straight from work to the bathroom and take off his clothes at once to be able to wash them, he would bathe and after all that being disinfected he would come to see us, to greet us"* (María).
- *"My mom was quite exposed because she went to the homes of unknown people that one does not know if they take care of themselves or not, apart from the fact that she went to people's houses where the children showed little care, so it was quite dangerous for me that she was going to expose herself because she still arrived and did not have the freedom to be able to clean herself completely and be with us, but when I arrived again my life I returned to the same of being aware 24/7 of my brothers and me"* (Mary)
- *"In other words, when the pandemic began she continued to go to work for the first few months and exposed herself, when she got home she took out the robes, washed it and bathed, every day until she started working at home (...) at first that scared me, then not much"* (Monserrat)
- *"At first, I mean, I felt like, I don't know how to say it, like I was anxious, like worried that nothing was going to stick to her and my dad wasn't either, because he also works in health"* (Constanza)

Family Support Networks

In response to these new circumstances, it is through their stories that adolescents give value to the support networks that arise from their family space, as they contribute to providing solutions and alleviating distressing, stressful and uncertain situations for them. In this way, it shows how families manage to restructure themselves to adapt to this new state, being able to assume new customs and roles that facilitate life and coexistence in the family, providing company and security to adolescents, who in turn must also assume new roles to support this new family organization. In this way, and as Walsh (2004) points out, in situations of great stress, families are able to survive and regenerate, one of their most valuable resources being the family support network.

- *"My uncle went to live with us to take care of us because before we had nannies, we had quite a few nannies, but we changed them almost always, we had about 5 nannies, that was still difficult"* (María)
- *"Then my grandmother who also works by teleworking and she said I am going to take care of them and she was going to take care of us and she worked there. So maybe she wasted time taking care of us and then in order not to*

waste that time she stayed all night working and the next day she was going to take care of us again, I found out because I told her abu until what time you fell asleep, like at 5 and what time you woke up at 6, then I slept for about an hour and then to go and take care of ourselves" (Constanza).

- "There I had to do the cleaning and cooking, my mother continued to work and my brother began to take care of me" (Montserrat)
- "I put my family in values, because they helped me, they were always there, sometimes when I was stressed they helped me" (Sergio)
- "At that time of confinement I lived two weeks at my dad's house and two weeks at my mom's house (...) I started to go less because I also didn't feel good going as structured two weeks there, two weeks here I felt overwhelmed, so we agreed that I was going to move when I wanted (...) I think my parents helped me a lot to keep me mentally safe, because if I was going like this some days there and others here I would go crazy, I prefer to have a fixed place, I don't know how to say it, that versatility they gave me to be able to choose whether to go or not gave me security" (Mario)
- "I think my dad and my mom have always been there for me and that has taught me a lot and they always fix things by talking" (Mario)
- "They helped me not to feel alone in general, my family" (Carlos)

Relationship between adolescents and their siblings

This change in roles within the family is especially explicit in the case of adolescents who have a younger brother or sister, since young people often have to assume care roles in everyday life, which prior to the pandemic were covered by the school system, by another family member or by the extensive network such as employees or collective spaces. This is added to the fact that, although many families can opt for teleworking, in others, as is the case of the children of health personnel, face-to-face work must continue, reducing the options available for childcare, either for fear of someone outside the home, due to the risk of contagion or the loss of face-to-face support from the school system. These parents must continue with their work leaving their children sheltered in their homes. In this way, and as Sipowicz (cited in Digón, 2021) points out, during the pandemic we establish fewer links with the outside world, looking for new ways of relating within the family, between parents and children, and also between siblings, being able to accentuate attachment, companionship and complicity, as well as the tension between them. This, according to the interviewees, is presented as an obstacle that must be addressed, but although it is experienced as a difficulty, it is also mentioned as part of the support system, since for adolescents it is the way to support their families in this difficult time, which in turn generates a construction of the story from the decisions they make to face the crisis and be part of it of family effort, transforming themselves and their corporality into a resource within their families.

Thus, sibling relationships are not only seen as asymmetrical in the sense of having a caregiver and a caregiver, but also in relation to how adolescents contribute to the aforementioned support and stability system, since sibling bonding is seen as a protective factor and the time they can spend together is experienced as a positive aspect within quarantine.

- "And then since my parents always worked outside I always began to take care of my siblings, when I was 12 years old I did tests like this with Daniel in my arms, it was much more difficult, I mean it's not really that it bothered me, I always liked it, I've always felt the desire to protect my siblings, that's why I didn't like to be in a school different from my sister because I always protected her even though she didn't I want to, it's like super independent, it's like mine, leave me alone, but I've always had that instinct to protect my siblings, as I've always been the older sister, I've always been the one who, as the one who takes care of them both" (María)
- "There I started to stay at home with my brother because my mother worked, he took care of me" (Montserrat)
- "The same and my mom still did telework to take care of us because sometimes I stayed with my sister, so I still sometimes had classes and I had to be in the class taking care of my sister (...) I played games for her and she played there for a long time (...) I helped her because I prepared her milk, I played games, I had to bathe her and give her food until 3:30 p.m. when my mother left and then my father arrived" (Constanza)
- "Really what made the quarantine most different from the rest of my classmates or children my age was the fact that I had siblings and my parents because my mom was also in college (...) because my brother interrupted me or distracted my learning, imagine her, that she is his mother, then I remember that I told her that if she had classes that it was like in the afternoon that I was going to be unoccupied that if she was in class I would take care of my brother, so my maximum support to my parents as much as I could, because I was still a 12 or 13-year-old girl I felt that I had to mature faster to take care of my siblings, I feel that since I am the oldest to take care of my siblings, in fact that is why my brother is so close to me because when my mother was not there I replaced her" (María)
- "In fact, I think that something on the positive side of this is that Daniel, who was the youngest, who has lived for

two years, has installed a lot of confidence in me, for example, when he wakes up he looks for my mom and looks for me, for example, if he sees my dad he starts crying, but if he sees me he asks me for an arm and things like that, that is, if when he was younger too, in fact, he got along better with me than with my dad" (María)

- "Something I've always had with my brother is that we've always been close, we've always been together, so for me it was normal too, even better because we spent more time together, so it didn't seem so different to me to be with him more time because we had always done it" (Sergio)
- "It was like always her on her side and I on my side, I was focused on my things and things like that, but in the pandemic I was like the only person close to my age that I could relate to who wasn't a thirty-something adult or a two-year-old baby, it was my brother and we really talked about how you watched such a series, which is like the only thing we could talk about and as she is the person who had a thought closest to mine, we commented on actresses, on movies, on series, on whatever, it was like the only closest thing I had to a friend than that I could talk in person" (María)
- "We focused on watching series and movies together and with my sister we kind of said or saw let's make a recipe on tik tok or on Instagram and with my sister we made several recipes for example that browni in a cup or grinding cookies and making cakes, once one was horrible for me" (María)

Increased closeness and family unity

Thus, the enactment of confinement, with the consequence of increasing the proximity of family members, not only brings negative effects in the eyes of adolescents at home but also aspects such as the more time they spend with the family, which they can use in leisure activities that allow them to share, which means as a change in terms of what happened prior to the pandemic in which parents were away from home for a long time in their jobs and daily occupations. Here the activities they refer to most regularly are watching series together, eating as a family, cooking and playing board games. Thus, families begin to include moments within the daily routine that are transformed into small rituals, such as eating all together, scrap metal day or waiting to watch certain episodes of a series all together and as Imber-Black (2020) points out, these daily rituals that were often performed quickly or separately, such as eating, become a moment of union between parents and children. which coincides with a study carried out by Johnson et al (2020) where it is detailed that one of the positive consequences of the pandemic at the level of mental health is the valuation of affections, especially close ties such as the family, being a direct consequence of the greater time that all its members must spend together in the same space.

- "Before the pandemic, things at home were much quieter because there we didn't get together as much, I spent more time at school than with my parents, because they always arrived late at night and if I was with them it was in the morning to go to school, nothing else." (Carlos)
- It helped us to share, that is, we have always shared, but it helped us more to share, to support each other in things of feelings and things like that... (Constanza)
- "We watched more movies with my mom (...) not much before the pandemic" (Montserrat)
- "It was different, we cooked more, talked more, played board games, various things (...) for me it was better, I liked it actually, because I spent much more time with my parents" (Sergio)
- "From the pandemic perhaps we have learned the time we spend together as well" (Mario)
- "We talked more, played board games, tried to stay well (...) we ate together because in general we didn't eat together before and that was good" (Carlos)
- "We started watching series together, for example Stranger Things every day we went to my dining room, we sat on the couch, we turned off all the lights and we watched all the series, the fourth season, we were also all sitting on the couch while we watched Stranger Things, which last about 4 hours all, as in total the episodes, All the 4 hours sitting (...) before we had never done that because we came home from school, we arrived more tired, we arrived at the room things like that, but as when we started watching series as a family it was much more pleasant that we could share some taste or we could install a conversation about something, about how you think is going to happen with Robin, you think you're spies, things like that" (Mary)
- "We had to stay at home and share with the family, watch movies (...), so we did things that were not normally done, for example, play board games and make some cravings, delicious things" (Constanza)

This is also reflected in the kite exercise of life where among the important values that emerge as facilitators to face difficulties are the value of the family.

- "The family, because they helped me, were always there" (Sergio, Figure 2)
- "I think we have always been very united with each other, that also helped a little more (...) with my grandmother,

with my cousin, we are like very close" (Mario, Figure 3)

- *"The unity of my family is the important value that I placed, because they were there because of the quarantine and we support each other, we love each other"* (Monserrat, Figure 4)
- *"Unity is an important value"* (Mary, Figure 5)

Pandemic and school life

This category refers to the form of response of the participating adolescents to the changes that exist in the educational area as a result of the COVID-19 pandemic crisis, which as detailed above in our country began on March 16, 2020 when the government decreed the suspension of classes in educational establishments for two weeks, a measure that would end up being extended to the months of April and May, to later resume classes remotely (Soto, 2020). This is done following examples of the international guidelines that begin in February in Chile and extend to most of the world in June, presenting itself as a global element of the response to COVID-19 (Palma et al., 2021). This situation continues until 2021, to return to face-to-face classes in the first partial instance and then completely by government order in 2022. This category becomes relevant understanding that the school is one of the most significant contexts for the child and adolescent population, as this institution is considered by many as a "second home", where socialization and learning were fundamental for growth and normative development (Fidel & Rosero, 2012).

Interruption of face-to-face classes

Adolescents account for the quarantine as a milestone, since it implies the interruption of face-to-face classes and the modification of their routines, which they mean at that time as something that will be temporary, a time of rest and then return promptly to their usual work or spaces. This makes sense when we consider that this response to the pandemic crisis was an emergency measure within the global uncertainty of what was happening. At that time there was no clarity of vaccines, nor 100% effective ways to stop the contagion, only talking about distancing and the danger of spreading.

- *"I believed at that point that it was going to be a vacation at that time, that it was going to be a vacation"* (Carlos)
- *First of all, it was like we just left at school and they sent us home, well maybe two more weeks of rest and for us it was not normal, but it was like later we are going to return and we are going to continue, let's hope that everything passes and that's it"* (Sergio)
- *"In fact at the beginning they only sent us home and we were not going to have classes, So I said that bkn, as well as two weeks without vacations, without classes, they were basically giving us those days without doing anything, but then it was like two weeks without doing anything because we couldn't have vacations, we couldn't go out anywhere or do anything"* (Maria)
- *"I remember that at the beginning it was like two weeks of vacation, but in the end it was worse (...) Because I'm locked up, I don't see friends so often"* (Mario)
- *"I think it was like a statement on the internet that said that due to COVID issues you could not go to high school (...) More than anything I thought it was a vacation"* (Monserrat)

Differences between establishments

Understanding that in the first instance remote classes are given as a response to an emergency in a context in which everything happens very quickly and with little planning due to the circumstances, it is partly explained that within the story of the adolescents the first point that draws attention is the difference that exists between establishments in terms of adaptation to the crisis both from the technical and as well as proposing measures and supporting their students, to facilitate the continuity of learning, there being no transversality or equality in terms of the way of teaching the contents, the frequency of classes, the methodologies and the means to transmit knowledge, since this could be related not only to the urgency of the crisis but also to shortcomings and pre-existing gaps in the establishments. In this way, we find that social distancing and the interruption of face-to-face classes do not affect all students in the same way, since access to new learning methodologies depends not only on adolescents but also on family resources and the establishment of public policies that do not always ensure access to the materials and technologies necessary to continue on equal terms. Thus, as Eyzaguirre et al. (2020) point out, this precariousness with which some adolescents must face the process could contribute to further increasing the existing gap in schooling. This is not only within classrooms but also between establishments, since not only the technologies and materials available are different but also the skills that teachers and students have to make use of them, family support and the housing conditions in which learning takes place, a point that coincides with the findings of the longitudinal study life in a pandemic carried out by the University of Chile (2021) where it indicates that at the child level, the challenges increase in the case of municipal schools, where 60% of girls and 73% of boys would have difficulties in remote education.

- *"I was in the Chacabuco institute, but the modality I take in the face of the pandemic was terrible, I didn't learn anything (...) there the teachers had many problems with the audio, that they could not see that they covered the*

camera, that many times they could not be seen or many times they were not heard, they left the computer on the table and went to the other side of the room or the blackboard and we told them that it was not visible because of the light or the lighting, that they could not see the letters, what the blackboard said and they realized when the class was over that we did not see anything and we also had a teacher who lived in the countryside so as that her connection problems, her classes were always of very bad signal, that is, English and because of that we never coincided with the English classes and we were about three months without English classes" (María)

- "My school is so big because it was two days, that we had recorded classes (...) a month I had 3 classes, they gave assignments and power point and we had to manage" (Monserrat)
- "I didn't like the first-year classes (...) because we didn't understand, they didn't deal so much with the internet, the computer, it looked pixelated, you couldn't see much (...) it was difficult because it was new material and I never understood" (Monserrat)
- "My school tried to make everything more enjoyable (...) if you couldn't turn in a paper because you were with too many things, you just let me know and they tried to see if it could be a smaller thing" (Mario)
- "Also in my school they talked about what was happening, there are also those topics of talks when any big topic happens, so to speak" (Mario)
- "In the new school, there was a subject called a laboratory and there they sent us to do experiments at home as well as a rocket, things like that, I found that it was super BKN, so as not to keep us so many hours in language, mathematics, English, history they implemented all those things that are more fun, so it was to do experiments a volcano, those things like they also gave you activities to do at home, that didn't exist in Chacabuco" (María)

Overwhelmed by virtuality

In addition to the disparities in terms of the amount of resources and support available in the different educational spaces attended by the interviewees, there is no doubt among the participants about how the change of modality from face-to-face to online was a significant and complex milestone that they had to face, visualizing it as a difficult and stressful event. Among the reasons that they indicate as causing this difficulty are the novelty of the system, problems of attention and concentration with the consequent increase in distractibility, embarrassment when being presented in front of the camera and fear of ridicule. In this way, these factors in the field of adolescent mental health can directly impact the motivation with which students attend their classes, their level of participation and the acquisition of knowledge. In this sense, there are multiple studies that account for how online education could generate lags in academic results. For example, in a study carried out in 2019 in the United States in a virtual school (which was the case before the pandemic), more diminished results are already observed (Fitzpatrick et al, 2020). This is supported by a study carried out by World Bank researchers published in 2020 in which data from 157 countries were considered, in which a series of projections and correlations were developed from different scenarios, depending on the time of school closures, concluding that the overall level of schooling and learning will decrease (Ministry of Education, 2021). Taken to the local level at the national level, an estimate prepared by the Ministry of Education (2020) revealed that in a scenario with ten months of remote education, students in Chile could lose, on average, 88% of a year's learning, also regressing in the learning previously acquired (Ministry of Education, 2021). Thus, according to the pandemic life study n°9 carried out by the University of Chile (2021), 70% of boys and 66% of girls experienced difficulties related to the willingness to do homework and connect to classes, concentration, motivation and participation in online classes, which according to Fabián Duarte, academic of the Faculty of Economics and Business of the University of Chile, director of the Millennium Nucleus in Social Development (DESOC) and one of the researchers of Life in Pandemic would indicate that this methodology has not been successful (Qué pasa, 2021)

- "One of the main problems of the quarantine for me was the online school, which was very difficult for me to adapt to homework, the classroom, everything" (Sergio)
- "I mean, I went to school, but online, but it was different and that was very difficult for me, it was difficult for me online, I was very easily distracted and I liked face-to-face much more" (Constanza)
- "classes, trying to concentrate on that was very difficult for me and I was afraid to speak suddenly, if a question came I was scared, because normally in that old course I had they bothered me if your microphone was cut off, suddenly they bothered me" (Carlos)
- "In online classes I didn't pay attention to anything, I was with another screen playing video games" (Carlos)
- "Because as I said I spent a lot of time on discord and when we were in the meeting or in the online calase I went to discord and I didn't understand anything about the class and I had 30 pending assignments not delivered and also that did as well as the stress of the end of the year or semester of having to turn in everything if I didn't get a one" (Sergio)
- "It was quite difficult for me to turn on the camera because it was like exposing myself to many people I don't know

(...) I was really always embarrassed to turn on the camera, although sometimes I said no more this time to be able to have the note and not only focus on what my classmates are going to think because I was still afraid that they would think anything or when they returned to face-to-face, I don't always know that they would bother me, what do I know about anything" (María)

Socialization and school space

On how adolescents coped with these difficulties, their stories show the importance of peers, friends and socialization to cope with changes and face challenges. As well as learning to ask for help. This is consistent with what Pedreira (2020) expressed about the interruption of face-to-face schooling, where he points out that the factor that children repeated the most when narrating the impact that this generated was the breakdown of the relationship with their peers and friends. This makes sense when considering the school space not only as a place for the acquisition of content but as a space that plays an important role in socialization and the development of interpersonal skills, so that when this space is interrupted, socialization has also been limited to the close family nucleus and this implies negative impacts on the lives of children. girls and adolescents (Del Castillo, 2020)

- *"At the beginning at the Chacabuco institute it was much more difficult to lose the shame than at the San Sebastián school, because the shame that I was going to have really depended a lot on my classmates, because in the institute everyone was with the cameras off, no one ever spoke, it was much more difficult to relate and at school all the children had the camera on, everyone asked questions, it's like I was losing my shame through my classmates who also gave no shame" (Maria)*
- *"Just as I was embarrassed to ask in class, I preferred to ask them internally, send emails to him or through the zoom chat, the meet, through the chat to ask them if they could send the ppt later, because clearly it was not so easy because seeing numbers was not the same as someone explaining how to do it, because sometimes I don't even know how they get that result, then but at least it was like having it in a notebook and asking for help from my parents who were the ones who helped me the most in my studies in quarantine" (María)*
- *"They told me that they said, just like hey, a new girl, she is alone, we are going to invite her to play, like they entered the room and told me hello how are you and I kind of looked at and I like I told her I love to talk, I never stay silent so I said hello well and what is your name and they told me how do you want to play volleyball that we are playing volleyball and I told them I said you don't play volleyball but let's go and that's where I learned to play volleyball" (María)*
- *"As I am extroverted I wanted to be with people all the time, so when I found the possibility that someone wanted to talk I took it for granted and until now we are friends" (María)*

Return to face-to-face learning

After a period of hybrid system between online and face-to-face classes in which physical attendance in classrooms was not mandatory, in 2022 the Ministry of Education in Chile decreed the return of all students in person to their educational spaces, this after two years in telematic format, where families, children and adolescents had adapted to this new reality.

- *"When I returned to school it was difficult because they changed my school on August 5, there was no one in the classroom, because in June it is winter, so it was cold and obviously parents with COVID try to ensure that their children do not have low defenses, you try to make sure that your children have healthy defenses so they did not send their children to school when it was cold in person, Then I arrived at school and I felt super alone because I arrived and said it was going to be my opportunity to return to my normal life, to live my adolescence as I wanted so much, because as I told her I saw adolescence as the best stage of your life as if I was wasting everything, so I went back to classes and there was no one there but the teacher, the computer and me" (María)*
- *"I think that this year I have tried to get my act together, because I have seen that it is not as easy as I expected and apart from coming online that it was like a gift" (Mario)*

5. DISCUSSION

As mentioned above, the appearance of the coronavirus in December 2019 not only means the introduction of a new disease, but also entails a global change that affects all of society and people throughout the world, this crisis being especially significant since although there have been other pandemics in the twentieth and twenty-first centuries, none has had this magnitude and scope (Chacón-Fuertes et al., 2020). This is in line with what Le Breton (2022) points out when he mentions that in today's world we are all interconnected. What we can also think is enhanced by the consequences of globalization, economic growth and the opening of borders that allows the increase of travel and cultural exchanges, added to the rapid transmission of information that is presented through the media or other digital channels, generating that what happened in a city so far from China has a direct impact on the population worldwide and national.

Now, as a consequence and as a way to deal with this crisis, the different countries, including Chile,

installed physical distancing measures, mobility bans and quarantines, which aim to keep the physical health of the population safe, as a first priority in the face of what was happening, but as a result are accompanied by multiple negative effects on mental health. this being a collateral damage that has been little studied. Thus, according to UNICEF (2020) "this pandemic and the unprecedented containment measures derived from it, are affecting all aspects of the lives of children and adolescents: their physical health, their development, their learning possibilities, their behavior, the economic security of their families and of course they also impact their mental health" (p. 3)

In this context and in light of the question that initiates this research, the first important point within the results arises the fact that the findings presented provide a first vision of the interruption experienced by adolescents after the COVID 19 pandemic outbreak in Chile and the way in which young people manage to take control of their own lives and decide what to do in the face of the new circumstances.

In this way, the results show that in the face of the crisis, adolescents manifest the emotions of fear, confusion, worry, anger, uncertainty, loneliness, anxiety about the future and demotivation, which are associated with the loss of spaces and activities that were pleasant for them, especially in terms of socialization spaces.

This is consistent with the state of the art at the international level, which, although it is novel and not very flowery, due to the recent events, is consistent in showing how there is a significant impact on mental health with very similar symptoms in the general population, both in the area of children and adolescents, which tells us about the global impact of this crisis. Thus, for example, Johnson et al. (2020) highlight uncertainty, fear, and anguish as a response to the crisis. Illuiz (2020), on the other hand, points out that fear has been one of the predominant emotions during this time.

In this sense, with respect to the adolescent population, it is expected that we will also find significant levels of impact on their mental health and negative emotions in the face of the pandemic. Also understanding that adolescence is a stage of development especially vulnerable to the mandatory confinement that has been established, since it is at this time when people are at a crucial stage that "involves the formation of a sense of self and identity through interests and values shared with their peers" (Pfeifer, JH, 2018 cited in Li, 2020 p. 10), affecting the traditional way of contact with others, which is face-to-face, which interferes with the contact of the young person with their peers and friends, which is one of the main motivations for this age. Thus, quarantine is not a context that is indifferent to them.

However, the above does not mean that the emotional responses that occur should be pathologized, since: "the extraordinary circumstances we are experiencing provoke extraordinary emotional responses and what in another context might seem pathological or dysregulated may be nothing more than an expression of pain, suffering or fear for a certain time" (Unicef, 2020, p. 4). In this sense, the emotions reported by the young people in this study could be expected responses to the magnitude of the pandemic events.

In this sense, it is also observed how young people manage through their discourse and drawings to separate themselves from the dominant discourse and history that speaks of the negative impact of the circumstances of the pandemic on their lives, a discourse that is related to the story told by the scientific world through the objectives of its research and the social world through what is exposed in the media. since in the eyes of the prevailing context it seems that we are passive subjects, locked up and limited to respond to the dire circumstances of the global pandemic. This contrasts directly with what has been observed by this research, where not only negative situations and emotions are observed, but also various ways of responding to adversity.

Thus, one of the most striking findings in this study is how young people choose to use social networks to cope with distancing measures. In this sense, and to contextualize Orihuela (2008), he defines social networks as "web-based services that allow users to interact, share information, coordinate actions and, in general, keep in touch" (p.2). This is consistent with the forms of employment mentioned by young people in their narratives, who express that they use them to contact others, although they also mention their use as a tool in their free time, a concept that in literature is known as digital fun and that highlights the internet and consoles as one of the most important models of leisure and fun (Llamas & Pagador, 2014).

However, in the particular context of confinement and the pandemic, many studies warn of the danger of overuse of networks, associating their use with effects such as altered sleep patterns, sedentary lifestyle, and addiction (Orgilés et al., 2020; Fernández, 2017; Aguilera et al., 2018), but what this research has found is that, without denying its negative effects, especially those referred to as a consequence of the change in school modality, the use of technology as an ally when it comes to combating loneliness and the feeling of helplessness and uncertainty during the pandemic is also presented among the findings. proposing an evolution to what was pointed out by Llamas and Pagador (2014) who indicate that in many cases the networks mean a complement to the common physical spaces such as a square or the school playground and are not perceived as a substitute for these spaces, contrary to what is observed in this new reality where there is the replacement of common places by that of social networks, since the possibility of accessing physical spaces is non-existent during the quarantine. Increasing the time that young people spend in front of a screen because in addition to replacing social gathering spaces, education is also moving virtually. This is reflected at the national level in the findings of report n°9 life in pandemic (2021), a longitudinal study carried out by the University of Chile on the impact of the health crisis on the population where

it is revealed that the child population that uses these technologies to communicate with friends would have increased by 12%.

All this leads us to realize the importance of the use of technology in pandemic times. In this sense, it is worrying that there are so many differences in access in such a significant variable, according to the results of this study. Thus, in Chile, according to the IX survey on internet access and use by the Undersecretary of Telecommunications (2017), 56% of households had access to fixed internet, 14% did not have access to the internet, and 30% had access by mobile phone (cited in Mineduc, 2021). A situation that would directly impact the lives of adolescents and families who do not have access to this important resource, being left behind in different areas of their development, considering for example that 100% of students are required to attend classes virtually, having to have not only a computer, but with previous knowledge of how to use it, which would be different in the case of someone who has always had these resources than someone who is beginning to learn. The same happens with family support, since, for example, according to UNESCO (2020), another key factor for the development of educational programs in virtual mode is the support of families, since they must be in charge of accompanying the acquisition of learning virtually.

Along these lines, another important point to discuss about this study is the change in the teaching modality and the consequent responses that adolescents give to these new circumstances, since it is something that, as mentioned, affects the entire population of the sample. On this subject, the results of the study show that there are differences between the different educational establishments when implementing this measure, in terms of the materials available, the knowledge for the use of new technologies and the frequency with which classes are held, impacting the knowledge and well-being of adolescents. Thus, in the sample of only 6 students, we already showed that while some have classes every day and their problems are more related to issues of concentration and abuse of social networks, for others their classes are 3 times a month or include difficulties in connecting, listening and viewing the material. This considering that all the young people in the sample had the necessary implements to comply with this methodology, which could be different in other samples where resources were insufficient. In this way, some authors mention that, for example, in students with fewer resources, if virtual education becomes the official teaching mechanism, the educational gap between students of different socioeconomic levels will widen (Mitchell, 2020).

It can also be seen, as has already been explained, that in the face of online learning, young people raise the emergence of negative emotions in the face of difficulties, presenting problems of attention and concentration, since adolescents would like to continue immersed in social networks, sharing with friends or playing video games and it is difficult for them to change activities and concentrate on virtual classes. Keeping games or networks open while in class with the consequent increase in distractibility and the negative impact on the acquisition of knowledge; which adds to the difficulty of supervision by adults in these times, since most of the caregivers in charge are fulfilling functions in parallel to the education of their children such as teleworking or face-to-face work, often leaving adolescents responsible for their own learning in front of the screen, or as another negative effect the shame they feel when being presented in front of the camera and the fear of ridicule, due to the possibility of being bothered by others. This is consistent with the existing literature that mentions direct effects on learning as a result of the change in methodology in terms of the decrease in achievements, a decrease in socialization spaces, and difficulties in the development of practical and soft skills (CEM, 2021)

In the case of the Chilean reality, this is increased by public policies that fail to cover these needs, opting to transfer a large part of the responsibility to the family group, who in addition to ensuring emotional security in these times of uncertainty must be in charge of accompanying learning and supporting their children in school. even in conditions in which contact with institutions, which at another time were fundamental and served as support in the lives of these families, is restricted. The system demanded that young people continue to do their homework as if nothing had happened, only replacing the scenario in which they must participate, but without taking into account their emotions, their experiences or their fears about everything that is happening not only worldwide, but in a context as local as their family or their own school. Changes that could clearly have a very relevant impact not only on attention, concentration and performance, but also on the vision of the world and global development of children and adolescents.

Thus, during the pandemic it is not the same to be a teenager in La Legua, as in Las Condes, it is not the same to be the child of a single-parent family, the son of a health official, to live in a house of 100 m² than in one of 50 m² (when you must be locked up for months), to attend classes with a cell phone or to do it through a computer or even not to have any electronic device or internet, having parents in school who accompany learning or having an adult caregiver without schooling or without time to accompany the child or adolescent, although it seems that for the State today it only matters to continue even if the conditions are unequal, which could cause even more inequality.

Another important issue that emerges from the study focuses on the findings found in relation to the condition of children of the health personnel of the adolescents interviewed. The results show that having a caregiver who continues with their face-to-face work in the health area was a source of a greater impact on the mental health of the participants, since it was not only the climate and the general context or danger to which they were all exposed and from which they could take shelter at home through measures such as teleworking, but also the fact that their parents were more exposed to the virus due to their

proximity either with COVID patients or with other people, which in many cases added to the increase in the time of their functions, placing them in a more direct exposure and increasing for adolescents the presence of emotions such as fear, uncertainty and the feeling of insecurity. This is supported by international studies that indicate that health personnel have greater impacts on their mental health due in part to the lack of adequate personal protection, the greater possibility of being exposed to COVID-19 in their jobs and being able to carry the infection to their homes and families (Shanafelt et al., 2020)

In addition to this, there is the fact that most of the adults responsible for the interviewed adolescents who carry out the work of caring for others in the health sector are female, which is no coincidence since, according to data from the National Council of Higher Education in 2019, 77.9% of first-year enrollment in health careers corresponded to women. This has a major impact on their care roles within the home, since these have traditionally been deposited in the female figure, with a duplication of functions for them that is even more explicitly seen during the pandemic in which they must exercise their work and then continue the work of caring for their children at home. since the options for defamiliarization of care are limited due to the pandemic, for example, the people who were hired can no longer attend or do not want to do so out of fear and schools or non-home care systems are almost non-existent. Thus, "during social isolation, women assume most of the care tasks, repeating this feminization of care in all social strata and combining with the different experiences of work continuity, teleworking or others" (Arza, 2020, p.46). In this way, in this study, because the possibility of compensating these care spaces with teleworking was very difficult or impossible for the mothers of the adolescents interviewed, families adapt to these new circumstances by reorganizing not only the physical spaces of the home, since the place that was previously used for limited periods of time and that now becomes the center of their school life, social and in some cases work, but also reorganize roles including the extended family and delegating in many cases the care and accompaniment of younger siblings to adolescents in the home, this being indicated by the interviewees as a source of concern, but also as a resource that reflects family unity in the face of the crisis. Family unity that they install in the discourse as a transversal value that helps them maintain stability and tranquility during uncertainty and confinement, exemplifying it not only in facts as concrete as the time they spend caring for their siblings, but also through how their parents or caregivers are able to listen to them, to contain them and create new spaces and family rituals from the time that was previously used in other activities and that today is reorganized to accommodate family cohesion.

6. CONCLUSIONS

The global COVID-19 pandemic has had profound economic, health, social and psychological impacts. These consequences stem not only from the disease itself, but also from the measures implemented to deal with it, such as quarantines and social distancing. These strategies affected both adults and the child and adolescent population, generating short- and long-term impacts on their daily lives.

The present study has focused on characterizing the personal agency responses of adolescents to the pandemic outbreak. In particular, it sought to identify how adolescents coped with physical isolation, changes in their family life, and challenges in the school environment. Through the narrative of the adolescents themselves, they have been allowed to tell their experiences and discover new ways of interpreting what they experienced, revealing how they were able to deploy personal resources to cope with the situation and move towards personal agency, despite the confusion and stress generated by the pandemic.

The results obtained show that, although the negative impact of the pandemic was significant, resilient responses also emerged among adolescents. Unlike previous studies that focus on adverse psychological consequences, this research opens the door to a more optimistic perspective, highlighting alternative histories that are often overshadowed by the prevailing discourse in the media. This study makes visible the meanings that adolescents assigned to the pandemic and how, within their family contexts, they found ways to resist and mitigate the negative effects, suggesting the presence of positive aspects not always observed in the crisis.

However, the difficulty of the pandemic experience is not denied. The findings confirm that the adolescents' first reactions included fear, concern and confusion in the face of the new global scenario. These initial emotions were followed by anger, uncertainty, loneliness, anxiety about the future, and demotivation, especially associated with the loss of face-to-face activities and social interaction. These reactions are consistent with results observed in international studies, reinforcing the validity of the findings.

Faced with these emotions, the adolescents deployed various coping strategies. The first and most widespread was the use of social networks, which allowed them to maintain contact with their peers, family members and other significant others, replacing physical meetings with virtual interactions. This resource not only facilitated socialization, but also the celebration of cultural rituals, such as birthdays, helping to reduce feelings of loneliness. In addition, the virtualization of education was another key aspect. Although all adolescents in the sample had access to technological devices, differences in the quality and frequency of the content taught revealed the lack of equity in the education system. This fact invites us to reflect on the situation of those adolescents without access to adequate technology, who, due to their geographical location or economic situation, faced greater challenges in their learning process, which is likely to exacerbate pre-existing inequalities in the country.

Teens also mentioned that the pandemic gave them the opportunity to explore new hobbies and hobbies, such as art, music, reading, and dancing. These new interests arose as a way to combat boredom and occupy free time constructively. Likewise, some young people took the initiative to modify their physical spaces at home, which allowed them to maintain their individuality and make the spaces shared with the family more comfortable, which can also be interpreted as a coping strategy in the face of confinement.

In terms of family life, a prominent theme in the results was the additional challenge faced by adolescents whose fathers, particularly their mothers, work in the health sector. On the one hand, concern about their parents' increased exposure to the virus and the increase in their working hours generated feelings of fear and insecurity in young people. On the other hand, the fact that these workers were their mothers, traditionally caregivers, generated emotional dissonance, as they were forced to distance themselves from them due to the risk of contagion, creating an internal conflict about safety and protection in the home.

In these circumstances, adolescents highlighted the importance of family support networks, particularly in the extended family, which compensated for the absence of paid domestic staff and the impossibility of attending school. Adolescents also took on more active roles in caring for their younger siblings, contributing to a reorganization of family dynamics. In fact, many young people considered the increase in family time to be positive, as it allowed strengthening emotional ties and creating spaces for emotional support in the face of the uncertainty of the pandemic. However, it should be considered that not all families reacted in the same way. In situations where previous tensions already existed, such as domestic violence or economic difficulties aggravated by the pandemic, it is likely that stress has exacerbated conflicts, negatively affecting family dynamics.

In conclusion, this study reveals that while the COVID-19 pandemic presented numerous challenges for adolescents, it also allowed for the emergence of resilient and creative responses that helped them cope with the crisis. The young people demonstrated a remarkable ability to adapt to adverse circumstances, using both technological and family resources to cope with the effects of confinement. However, the findings also suggest that technological and educational inequalities need to be addressed, as well as paying special attention to families who, due to external factors, were unable to find cohesion during the crisis. This comprehensive approach offers a more complete and balanced view of adolescents' experiences during the pandemic.

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