

Psychosocial and Health Risk Factors in Basic Education Students During Distance Learning: A Systematic Review

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ABSTRACT

Since the onset of the COVID-19 pandemic, drastic changes have occurred in human life habits. The education of children is not immune to the various reforms that the current situation demands. For this reason, many of them adapted their classes to a purely virtual modality. The risk of contagion when schools reopen is so high that, in many Latin American countries and other parts of the world, the educational system had to move overnight to virtual classes. In this context, this review seeks to analyze the psychosocial and health risk factors in children who receive virtual classes, taking into account several factors such as frequent problems as a result of spending a long time at the computer, the risks that children have when make use of this medium at an early age, as well as the recommendations that parents can use as a tool for the proper use and achievement of children academically. To do this, it collects the perceptions of a sample of 6 children who are studying in non-contact classes in times of pandemic. Education is a way to provide stability and security to children as it helps to implement a routine, to use their time productively and thus cope with the trauma, stress and fear that they may be feeling due to the pandemic. That is why it is very important that children and adolescents can continue studying and learning from home, otherwise it could be the case that they forget some things they have learned.

KEYWORDS: Virtual education, Online education problems, Psychosocial and Health risks.

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I. INTRODUCTION

The research carried out on the identification of psychosocial and health risk factors in children who receive virtual classes addresses the various problems that students experience when receiving this new modality of online education caused by the global pandemic COVID 19, consequently millions of students They have seen the need to take their respective classes from their homes, to take their classes the students make use of technologies (Smartphones or Computers) given the impossibility of taking classes in person, there have been risks when spending a long time in these devices, causing health and psychosocial problems that have generated problems for students. Given the impossibility of reflecting all the aspects in such a short space, this research work aims to delve into the risks that exist when taking classes from a virtual environment, recommendations that can help reduce the risks that it entails that can affect them in their Every day, a brief bibliographic review obtained from different sources of information, articles, books, and resources offered by the Internet was carried out.

Screen time and the negative effects

Due to the global pandemic COVID 19, education systems have presented challenges in recent months, one of them has been to preserve the vitality of education and promote the development of meaningful learning. For this problem, they have had two key allies: teachers and virtuality. This has presented a great challenge, a considerable number of teachers had to generate their own knowledge to work in virtual education environments, at the same time teachers are responsible for teaching their students to perform in virtual environments (Bonilla-Guachimin, 2020). Students, teachers and parents have had to adapt to this new form of online education from their homes, derived from this communication tools such as: Google Meet, Zoom, Classroom among others are used to maintain communication, this brings I bring risks that expose students to face a new panorama that can be difficult for them. During this new online modality, students are exposed for large amounts of time to electronic devices.

That is why being in front of the computer for a long time can cause certain discomforts in the body such as: shoulder pain, back pain due to stress, eye pain among others. If you spend a lot of time on the computer in which the environment where you are is not in optimal conditions, the discomfort may worsen, then a list of frequent problems will be presented.

The use of technologies has evolved and mainly in Information and Communication Technologies applied to E-learning since in some cases it benefits us and in others it affects us. (Diaz Contreras, 2018). The risk that children or adolescents run when spending a lot of time in front of a computer, doing work or having virtual classes, is that they are prone to obesity since they consume very little energy since the child or adolescent is physically inactive while sitting in front to her.

These are the risks when spending too much time in front of a screen can:

1-Make it harder to rest.

2-Increase the risk of developing attention problems, anxiety and depression.

3-Increase the risk of gaining too much weight since you are not moving.

Computers can help children with their homework. But surfing the Internet, spending too much time on Facebook or watching YouTube videos is considered unhealthy screen time as there are people who are engaged in extortion. (Pedro S. d., 2021)

The most common risks of leaving a child in front of a computer are: cyberbullying, sexting, among others.

Students develop problems due to the interruption of classes in person, the consequences that have been shown are social, mental, physical and academic.

According to a monitoring carried out by UNESCO (2021), due to the COVID-19 pandemic, at the beginning of February 2020 two educational systems were the first to implement the total or partial interruption of schools (Mongolia and China, respectively). In April of that year, the highest number of countries with school closings was recorded: 172 educational systems had interrupted face-to-face classes and 84.3% of students in the world were affected by these measures. In Latin America, the COVID 19 pandemic caused the closure of thousands of schools, greatly affecting 160 million students, an estimate by (UNESCO), due to this the students have developed various problems, below, we will present the negative effects of the classes online in students:

➤ **Disruption of Learning:** The most noticeable effect of the closure of schools is the interruption of learning. It is a fact that it is a problem at all educational levels, the ones who suffer the most are children.

➤ **2- Lack of preparation:** Many parents are not prepared enough to be able to assist their children in this new online mode.

➤ **3- Inequality in access to virtual classes:** In many areas of our country the internet signal does not reach everyone, making it impossible for young students to take their classes, this problem occurs essentially in rural areas and the possibility that one day Arrive is quite remote.

➤ **4- Increase in school dropouts:** A study carried out by the “Statista Research Department” reveals that “it is estimated that more than 2.83 million students dropped out of school between April and August 2020.

The paradigms of virtual education

According to Cristian Moreira-Segura, Brenda Delgadillo-Espinoza (2014), carrying out a course in virtual mode not only requires an adjustment in the contents, the evaluation or the roles of the participants and the tutor or tutors, it also demands a thought flexible on the part of the people (students and tutors) who share this modality of educational experience.

Experience in face-to-face education is certainly important, but it is not enough for virtuality. The activities designed for a virtual environment must stimulate the construction of knowledge in the student to be effective. In this way, it is understood that the learning strategies are similar in both virtual and face-to-face education, but the learning activities must be specifically designed to work with each of the aforementioned paradigms. A virtual classroom requires working under new schemes, since technology has generated teaching-learning spaces.

A change of paradigms and conceptions is required with respect to the educational process, accompanied by technical knowledge of how to conduct virtuality. The tutor must not only be a specialist in their professional field, but also have training in virtual teaching techniques and the proper use of the platform in which their "virtual classroom" is located. It is important to understand that there are contents that are more likely to be applied in a virtual environment than others; and for this it is necessary the constant search and investigation, not only of the techniques but also of the attitudes to approach them.

Virtuality can become a highly productive and rewarding educational experience, both for the student and for the tutor, if it is done in an appropriate way, that is why certain recommendations can be taken to

achieve a good environment from home in this way to be able to reach the final objective that is the well-being of each student and that will facilitate good learning.

II. CONCLUSION

Classes in the online mode took a significant weight in our isolation caused by the pandemic, allowing us not to lose our studies, unfortunately it has its negative effects on young people causing many repercussions, and students are exhorted to adjust their learning strategies to achieve their goals academic. Teachers have played a fundamental role in the creation of these new strategies to try to counteract the negative effects that these online classes can cause, we are in a situation where education is currently not free and it is not for everyone. We must take actions to prevent students from generating bad habits during their class sessions since being in an electronic device such as a computer they are exposed to both psychological and health risks, in the long term they can have great repercussions for their life with high and irreversible effects.

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