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Title: Identifying Factors Associated with Anxiety and Fear Among Adolescent Girls During the COVID-19 and Post-COVID-19 Period in Iran: A Systematic Review Study

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Abstract

Introduction and Objective: During the COVID-19 pandemic, school closures and home quarantine measures resulted in a myriad of mental health challenges for teenagers, notably heightened levels of stress and anxiety, with far-reaching implications. Against this backdrop, the current study seeks to identify the factors associated with anxiety and fear among adolescent girls during both the COVID-19 pandemic and the subsequent post-pandemic period.

Method: This study conducted a comprehensive review using keywords such as Anxiety, Fear, Phobia, Adolescent, Teenager, Teen, Coronavirus, Corona, and COVID-19. Specifically, articles with Iranian affiliations were scrutinized in PubMed, Science Direct, Google Scholar, and SID databases spanning from July 19 to August 26, 2023.

Results: A comprehensive analysis of 16 studies revealed significant associations between various factors and the level of COVID anxiety among teenagers. Specifically, factors such as effective communication skills, robust social support networks, mindfulness practices, resilience, and optimistic attitudes were found to mitigate COVID anxiety levels. Conversely, factors such as insomnia, excessive exposure to news updates, and prolonged periods of quarantine were associated with heightened COVID anxiety levels among teenagers.

Conclusion: Adolescents have exhibited psychological vulnerability amidst the COVID-19 pandemic, particularly manifesting symptoms of anxiety and fear. The reviewed studies primarily focused on elucidating the associations between various factors and anxiety levels. Hence, future research endeavors are encouraged to delve into investigating efficacious methodologies aimed at fortifying these associations and bolstering beneficial factors. This approach is vital for averting the deleterious consequences of anxiety in the post-COVID-19 era.

Keywords: Anxiety, Adolescent, COVID-19

Introduction:

The World Health Organization officially declared coronavirus disease 2019 (COVID-19) a global pandemic on March 11, 2020 (1). This declaration precipitated a myriad of psychological, physical, and social challenges worldwide (2). As a pivotal measure to mitigate the rampant spread of the disease, governments worldwide resorted to widespread school closures (3). Surveys conducted during the COVID-19 pandemic underscored the profound impact of school closures and home quarantine on the physical and mental well-being of adolescents (4). During periods of school closure, adolescents exhibited reduced physical activity levels, disrupted sleep patterns, and inadequate dietary habits (4). The pandemic and associated school closures imposed a range of adverse outcomes, including diminished physical activity, feelings of confinement, fear of contagion, social isolation from peers, academic challenges, and increased familial tension (5). Consequently, adolescents experienced heightened levels of anxiety stemming from COVID-19, leading to maladaptive behaviors such as obsessive-compulsive disorder, anorexia nervosa, and depression (6). Consequently, adolescents experienced heightened levels of anxiety stemming from COVID-19, leading to maladaptive behaviors such as obsessive-compulsive disorder, anorexia nervosa, and depression (7).

A study conducted by Liang et al. (2020) involving 548 adolescent students during quarantine revealed that 40% of them exhibited mental health issues, including post-traumatic stress disorder, depression, and psychological distress (8). Consequently, the COVID-19 outbreak poses significant psychological stressors, potentially detrimental to students' learning and mental well-being (9).

Furthermore, reviews of studies conducted globally have highlighted the adverse psychological impact of COVID-19 beyond its mortality, with anxiety being a predominant issue (10). Anxiety is characterized by heightened worry and agitation concerning potential future adversities (11). Specifically, coronavirus anxiety arises from the uncertainties surrounding the COVID-19 infection, fostering cognitive ambiguity (12). Zhang et al.'s investigation into anxiety prevalence among students during the COVID-19 outbreak reported a prevalence rate of 31.4%, underscoring the vulnerability of adolescents during this period of heightened stress and anxiety (13, 14).

The elevated stress and anxiety experienced during quarantine and social isolation, compounded by the absence of peer interaction, contribute significantly to adolescents' psychological distress (15, 16). Notably, research by Cerván-Lavigne et al. demonstrated that girls experienced higher levels of anxiety compared to boys amidst the COVID-19 pandemic. The abrupt transition to virtual learning and the unprecedented experience of a pandemic outbreak further exacerbated fear and stress among adolescents (17-19).

Fear, defined as the response to an imminent threat or dangerous circumstances, is a prevalent emotion during the COVID-19 pandemic (20). Studies indicate that fear of illness and death, coupled with disruptions to daily routines, can detrimentally affect adolescents' psychological well-being, contributing to increased anxiety and depression (21). In a pandemic such as the coronavirus, fear of illness and fear of death combined with the disruption of daily activities causes people to struggle with disease anxiety (22). Pandemic viral infections can cause significant mental distress at the population level (23).

Given the pivotal role of adolescent girls in shaping future societal dynamics and the critical developmental stage of adolescence, particularly amidst the COVID-19 pandemic, identifying factors contributing to anxiety and fear in adolescent girls during both the pandemic and post-

pandemic periods is imperative. The insights gleaned from this study hold promise for formulating preventive measures and interventions to mitigate mental health challenges and disorders among adolescent girls.

Methods:

This is a systematic review study aimed at exploring factors associated with anxiety and fear among adolescent girls during the COVID-19 and post-COVID-19 periods in Iran. The research population comprises all scientific articles indexed in reputable databases that address this topic. The search encompassed international databases such as PubMed, Science Direct, Google Scholar, as well as Persian language databases including the Scientific Jihad Academic Database (SID). No time constraints were applied to ensure comprehensive coverage of relevant literature. To find related articles in English language databases, use the keywords [(Anxiety) (Fear) (Phobia)] [(Adolescent) (Teenager) (Teener)] [(Corona virus) (Corona) (Covid 19)] It was used in combination and using AND, OR mediators. The search strategy in the PubMed database was based on the following combination:

(Anxiety OR Fear OR Phobia) AND (Adolescent OR Teenager OR Teener) AND (Corona virus OR Corona OR Covid 19)

The keywords used to search in Persian databases included the combination of the words "anxiety", "fear", "youth", "coronavirus", "Covid-19" in multiples. Paper sources were not used because the articles published in the mentioned databases are more valid than theses that have not been written and access to internet resources is more possible than books and theses.

After conducting the search, 19,328 studies were obtained. Endnote information resource management software was used to organize the studies. First, 18,883 unrelated studies were removed by reviewing the titles of the articles, and then, using the aforementioned software, and by reviewing the titles of the articles, 454 related studies were found, which were examined by the researchers by reviewing the abstracts of 40 articles. The process of entering studies into research is shown in diagram (1). Inclusion criteria were: publishing the article in Persian or English, conducting research in Iran, the target population of the article was female adolescents, access to the full text of the articles, original research papers (including descriptive articles), and factors affecting anxiety were mentioned.

The inclusion criteria were: publishing articles in Farsi or English, conducting research in Iran, access to the full text of articles, original research articles (including descriptive articles), factors affecting anxiety. Review articles and letters to the editor were not selected due to lack of primary data.

By carefully studying the title and abstract of the articles that met the inclusion criteria by the researcher, a large number of them were left out due to their weak connection with the purpose of the study. If it was not possible to make a decision about the article after reading the title and abstract, the full text was referred to. Then, to ensure the recovery of all the documents, the list of sources of articles was also searched and a qualified study was added to the analysis. It should be noted that a number of articles were excluded due to disproportionate age range of samples and some due to lack of investigation of anxiety factor or lack of relation with the corona period. After examining the purpose of the studies and inclusion criteria, 16 studies were evaluated in terms of quality by two researchers separately. The quality of these articles was evaluated using the strobe scale.

This scale evaluates the articles in terms of the selection process (including: representativeness of samples, sample size, location and time of study), sampling process (including: description of study design, inclusion and exclusion criteria, definition of study variables and description of tools), and examines the results (statistical analysis and mention of demographic characteristics and study results). Based on the strobe scale, the articles are scored from zero (the weakest study) to 18 (the strongest study). In order to preserve the data, the studies that had a score lower than the average score (less than 9) were considered as low quality.

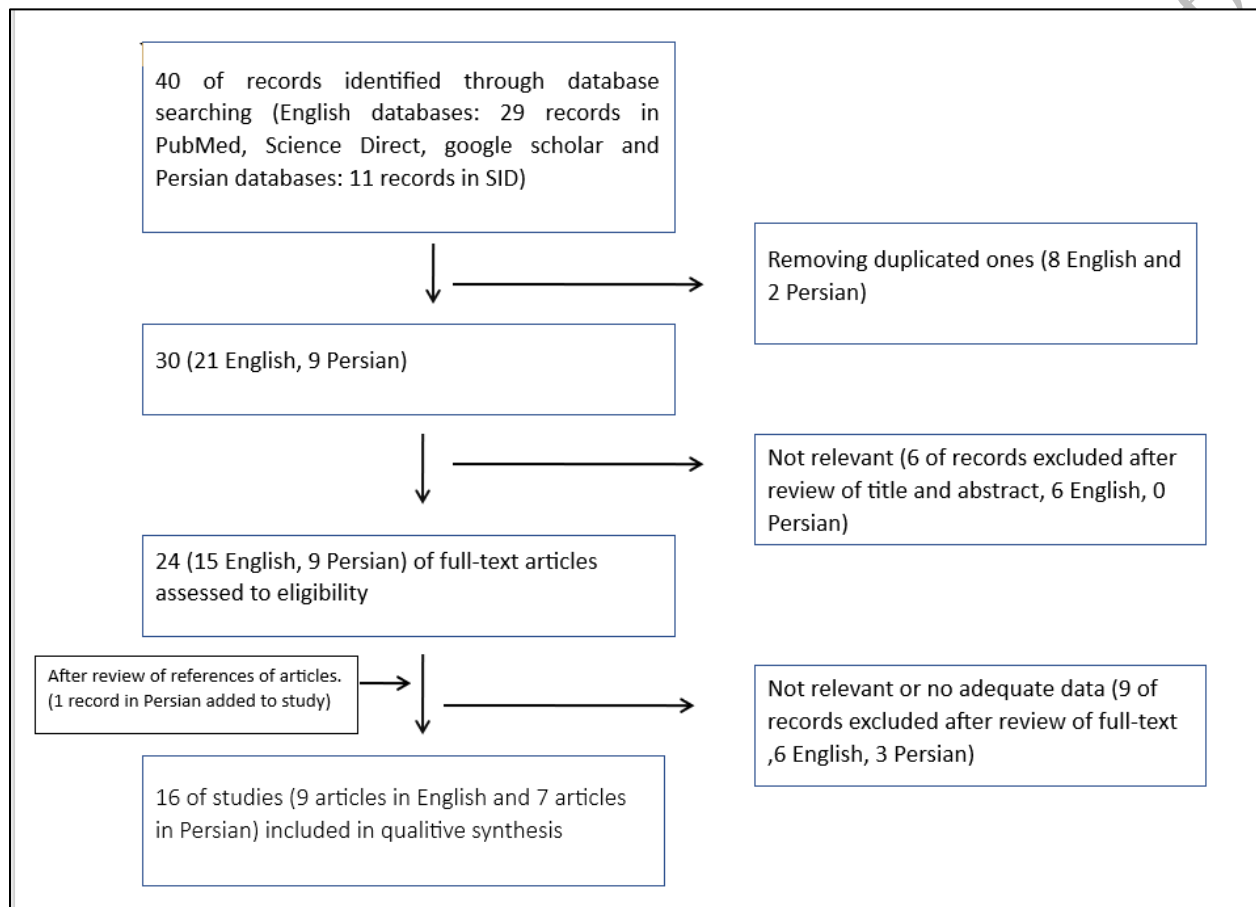


Diagram 1 Trend of entering studies into research

Findings:

In this study, a total of 16 eligible papers were systematically reviewed. The articles underwent rigorous evaluation using the STROBE checklist, as depicted in Table 1. The findings extracted from the reviewed articles pertaining to anxiety and fear among adolescent girls during both the Coronavirus and post-coronavirus periods are synthesized and presented in Table 2.

Table 1 Specifications and Abstracts of the Reviewed Articles

Study Results	Demographic Characteristics	Statistical Analysis	Check Tool	Study Variables	Sample Size	Location/ Time	Participants	Study Design	Author's Name
2	2	2	2	2	1	2	2	1	Fazeli et al (2020)(24)
2	1	2	2	1	2	2	2	2	Sheikhi et al (2022) (25)
2	2	2	2	2	1	2	1	2	Ghorbani et al (2021)(26)
2	0	2	2	2	1	2	2	2	Khosrowjerdi et al (2022) (27)
2	2	2	2	2	2	2	2	2	Yazdani et al (2022) (28)
2	2	2	2	2	2	2	2	2	Bahrami et al (2022) (29)
2	0	2	2	1	1	2	1	2	Aref Kashef et al (2022) (30)
2	2	2	1	2	1	2	1	2	Tofangchiha et al (2022) (31)
1	0	2	2	2	1	2	2	2	Lal Abadi et al (2022) (32)
1	0	1	2	1	1	2	2	2	Seyyed Klan et al (2022)(33)
1	0	2	2	1	1	2	2	1	Torbatinezgad et al (2023)(34)
2	0	2	2	1	1	2	2	2	Kazemi et al (2020) (35)
2	1	2	2	1	1	1	2	1	Hekmatiyani Fard et al (2022) (36)
1	0	2	2	2	1	2	2	2	Shomali ahmadabadi et al (2021) (37)
2	0	2	2	1	1	2	2	2	Asanjarani et al (2022) (38)
0	0	2	2	1	1	2	2	2	Eyni et al (2021)(39)

Table2 Review of selected articles

Findings	Study Tools	Age range	Method Study	Title	(Author (year)	Row
Psychological distress (depression, anxiety and stress) is a strong mediator in the relationship between IGD, insomnia and quality of life.	Depression, Anxiety and Stress Scale 21 (DASS-21)	13-18 years	Cross-sectional	Depression, anxiety and stress mediate the relationship between internet gaming disorder, insomnia and quality of life during the COVID-19 outbreak	Fazeli et al (2020) (24)	1
Anxiety and self-care of coronavirus had a significant effect on psychological distress in Iranian adolescents during the Coronavirus epidemic. Coronavirus anxiety and self-care can predict approximately 17 percent of the variance in psychological distress.	Coronavirus Anxiety Scale (CDAS)	10-19 years	Descriptive Correlation	Prediction of psychological distress based on Coronavirus anxiety and self-care among Iranian adolescents during the Coronavirus epidemic	Sheikhi et al (2022)(25)	2
Moderate to vigorous motor activity was negatively associated with mental health issues such as depression, anxiety and stress. The majority of adolescents reported symptoms of mild to moderate mental health disorders.	Depression, Anxiety, Stress Scale 21 (DASS-21)	15-17 years	Cross-sectional	The Relationship between Physical Activity and Mental Health in Iranian Adolescents during the COVID-19 Pandemic: An Accelerometer-Based Study	Ghorbani et al (2021)(26)	3
Strengths of personality and family social support play an effective role in reducing the anxiety of Corona.	Coronavirus Anxiety Scale (CDAS)	Average age 15.66 years	Descriptive Correlation	Adolescents' Corona Anxiety: The Relationship between Personality Strengths and Family Social Support	Khosrowjerdi et al (2022) (27)	4
۲۵% of participants reported moderate to severe stress. The most common symptoms of stress in	Children's online self-reported stress symptoms questionnaire	4-18 years	Descriptive - Analytical Sectional	Stress symptoms in children and adolescents during the COVID-19 outbreak in Shiraz,	Yazdani et al (2022) (28)	5

Findings	Study Tools	Age range	Method Study	Title	(Author (year)	Row
children and adolescents were worry, anger, and weakness. In addition, older children, first-child ones, and children living with both parents were more likely to be stressed.				Iran: A cross-sectional study		
Age .father's job , following COVID-19-related news .and infection-related nervousness were predictors of anxiety (11%). There was a significant relationship between the effect of quarantine on family communication and anxiety and depression. Quarantine makes parents and children spend a lot of time together and provides a great opportunity for better communication and parental support, which may be a reason to experience less anxiety and depression in students. This study shows an inverse relationship between safety precautions taken by individuals and anxiety or depression.	Children's Anxiety and Depression Inventory (RCADS-P)	8-18 years	Descriptive analytical cross section	Anxiety, depression and predictive factors among Iranian students aged 8 to 18 in the first peak of COVID-19 outbreak	Bahrami et al (2022) (29)	6
Communication skills have a direct effect on anxiety and self-	Corona Anxiety Scale	15-18 years	Descriptive Correlation	The mediating role of self-esteem on the relationship	Aref Kashef et al (2022)(30)	7

Findings	Study Tools	Age range	Method Study	Title	(Author (year)	Row
esteem caused by COVID-19, while self-esteem does not affect anxiety caused by COVID-19. Furthermore, self-esteem-mediated communication skills had no effect on anxiety caused by COVID-19.				between communication skills and anxiety in adolescents during the coronavirus pandemic		
High levels of fear of COVID-19 were associated with higher levels of dental anxiety and poorer oral health. In addition, fear of COVID-19 was positively associated with anxiety, depression and stress. And dental anxiety plays a mediating role in the relationship between fear of COVID-19 and oral health.	COVID-19 Fear Scale (FCV-19), Depression, Anxiety, Stress Scale 21 (DASS-21)	Average age 15.28 years	Cross-sectional	Relationship between Fear of COVID-19, Dental Anxiety and Mental Discomfort in Iranian Adolescents	Tofangchiha et al (2022)(31)	8
Mindful thinking can mediate corona anxiety and feelings of loneliness. Mindfulness in better coping in crisis situations protects people from negative effects and can help in better mental health.	Corona Virus Anxiety Questionnaire	13-18 years	Descriptive - Analytical	The mediating role of mindfulness in the relationship between loneliness and anxiety of COVID-19 in adolescents during the COVID-19 epidemic	Lal Abadi et al (2022) (32)	9
There is an inverse and significant relationship between COVID-19 anxiety and students' social support and academic motivation.	Coronavirus Anxiety Scale (CDAS)	--	Descriptive Correlation	The Relationship between Coronavirus Anxiety and Social Support and its Effects on Academic Motivation (Case	Seyyed Klan et al (2022)(40)	10

Findings	Study Tools	Age range	Method Study	Title	(Author (year)	Row
				Study: Sanandaj State Sample(
There was a positive and significant relationship between Corona anxiety and academic isolation and there was a negative and significant relationship between Corona anxiety and cognitive skills.	Corona Anxiety Inventory	---	Descriptive Correlation	The Relationship between Corona Anxiety and Academic Isolation and Cognitive Skills of First High School Students in Sarakhs City	Torbatinezgad et al (2023)(34)	11
Mother-child and father-child conflict resolution styles mediate the relationship between self-differentiation and COVID-19 anxiety in adolescents.	Coronavirus Anxiety Scale	Average age 17.13 years	Descriptive Correlation	The relationship between self-differentiation and COVID-19 anxiety in adolescents mediated by parent-child conflict	Kazemi et al (2020) (35)	12
There is a negative relationship between Corona anxiety questionnaire and psychological well-being and resilience. There is a positive relationship between corona anxiety and social support.	Corona Anxiety Questionnaire	13-15 years	Descriptive Correlation	Investigating Corona Anxiety in Adolescents of Families Affected by COVID-19: The Moderating Role of Social Support and Resilience in Relation to Psychological Well-Being	Hekmatian Fard et al (2022) (36)	13
There is a significant positive relationship between worry, negative metacognitive beliefs and Corona anxiety with students' learning anxiety. 28% of the variance in learning anxiety is predicted by COVID-19 anxiety .negative metacognitive beliefs and worry.	Coronavirus Anxiety Questionnaire	mean age 16.27 years	Descriptive Correlation	The Role of Corona Anxiety, Worry and Negative Metacognitive Beliefs in Predicting Learning Anxiety in Students in COVID-19 Pandemic	Shomali ahmadabadi et al (2021) (37)	14
Optimism and	Corona Stress	11-18	Cross-	Corona Stress and	Asanjarani et al	15

Findings	Study Tools	Age range	Method Study	Title	(Author (year)	Row
pessimism mediate the impact of coronavirus stress on internalizing symptoms. Corona stress significantly predicts internal problems through optimism and pessimism.	Questionnaire	years	sectional	Internalizing Problems in Adolescents: The Effect of Optimism and Pessimism	(2022) (38)	
There was a significant negative relationship between students' mental health with Corona anxiety and cognitive distortion and a significant positive relationship with psychological hardiness.	Corona Virus Anxiety Questionnaire	15-18 years	Descriptive Correlation	Students' Mental Health During the Coronavirus Epidemic: The Predictive Role of Coronary Anxiety, Cognitive Distortion and Psychological Hardiness	Eyni et al (2021) (39)	16

Discussion:

The current research aimed to discern the factors associated with anxiety and fear among adolescent girls during the COVID-19 pandemic and its aftermath. The study findings revealed a notable prevalence of anxiety among teenagers amid the COVID-19 outbreak. Factors contributing to this phenomenon include the developmental stage of adolescence, paternal occupation, limited knowledge about the disease, apprehension stemming from its unknown nature, diminished parental support, prolonged periods of quarantine, restricted autonomy of teenagers, and reduced social interactions with peers.

The limited scientific knowledge surrounding the coronavirus has a significant impact on adolescent girls (41), who are more susceptible, which exacerbates their anxiety. The prevailing uncertainty and cognitive ambiguity associated with this virus contribute to widespread anxiety among teenagers. Fear of the unknown has historically been a catalyst for anxiety across human societies. Presently, the escalation of mental distress attributed to the proliferation of infectious diseases within society notably amplifies fear and anxiety levels. Corona anxiety manifests as a physiological and psychological response when individuals perceive an imbalance between their capabilities and the demands imposed by the pandemic. This imbalance during the era of Corona anxiety detrimentally affects adolescents' learning outcomes.(34). According to Belen et al., individuals' fears and anxieties surrounding their own or their loved ones' susceptibility to the coronavirus prompt behaviors such as social distancing, home confinement, feelings of isolation,

and apprehension about the future, all of which can intensify psychological distress among teenagers. (42).

In this context, Borsier and collaborators conducted a study in Germany involving 4,335 participants, among whom 75.8% were female and 24.2% were male, with an average age of 12.45 years. The results indicated a direct and indirect correlation between feelings of loneliness during the COVID-19 pandemic and anxiety. Given that social interactions, particularly those with peers, significantly influence mental well-being, younger individuals were found to be more susceptible to mental health issues and were at a heightened risk of experiencing depression and anxiety due to quarantine measures (43).

Furthermore, in European nations, numerous young individuals reside independently, thereby exacerbating the disruption to their social interactions resulting from staying at home. Research by Seyedkhan indicated an inverse correlation between anxiety stemming from the coronavirus pandemic and students' academic motivation; specifically, lower levels of coronavirus-induced anxiety were associated with higher levels of academic motivation among students, and conversely. Broadly speaking, among the variables scrutinized, such as social symptoms, external and intrinsic motivation, and psychological symptoms, psychological symptoms exerted the most significant influence on coronavirus-related anxiety, while external motivation played the predominant role in shaping students' academic motivation (33).

The findings of this study align with those of Tan, who investigated the impact of COVID-induced anxiety and online education on diminishing students' academic motivation (44), as well as Berniers et al., whose research (45) similarly indicates a decline in students' motivation in online learning compared to traditional face-to-face instruction. The transition to virtual classrooms and remote learning has imposed significant challenges on educators, students, and their families (46, 47). Moreover, research by Hairmeth et al. and Omidvar et al. (48, 49) highlights that students are experiencing heightened levels of stress and anxiety, with COVID-related anxiety notably dampening their academic motivation.

One factor contributing to increased anxiety among teenagers is the lack of social support. Research suggests that lower levels of support from parents, teachers, and school administrators correlate with heightened anxiety related to the coronavirus (40). For instance, Aini et al.'s study underscores the relationship between perceived social support, a sense of coherence, and Corona-related anxiety among nurses, indicating that these factors can predict individuals' responses to

anxiety. Specifically, individuals develop a sense of coherence when they perceive that life events are manageable and resolvable, and recognize the availability of resources such as support from family, friends, and colleagues to cope with challenges. This sense of coherence empowers individuals to better navigate negative psychological states like anxiety amidst the backdrop of the coronavirus pandemic (39). These findings align with prior research by Tan (2020) (44) and Özmete and Pak (2020) (50).

Another influential factor contributing to anxiety related to the coronavirus is individuals' level of mindfulness. Mindfulness entails directing focused and purposeful attention to the present moment, coupled with acceptance of thoughts and feelings without judgment. Lalabadi et al.'s findings suggest that individuals with higher levels of mindfulness, when exposed to COVID-19-related information, are better equipped to avoid dwelling on negative events compared to those with lower mindfulness levels. Consequently, these individuals may experience reduced rumination about the pandemic and lower levels of anxiety. Thus, adolescents who practice mindfulness and remain attuned to the present moment are less susceptible to the adverse psychological effects of the COVID-19 pandemic, including symptoms of anxiety and feelings of loneliness (32).

In their investigation, Yuanyuan et al. examined mindfulness, neuroticism, and depression among Chinese adolescents following a tornado incident. The study included 455 adolescents with an average age of 14 years, of whom 208 (47.0%) were male. All participants had encountered the tornado, with nine being trapped and six sustaining injuries during its occurrence. Additionally, 78 of the participants' relatives or friends were trapped, and 80 of the participants sustained injuries as a result of their relatives or friends. Regrettably, 27 relatives or friends of the participants lost their lives in the event. The findings suggest that individuals with elevated levels of mindfulness exhibit greater adaptability as they maintain awareness of both positive and negative occurrences in their surroundings, allowing them to respond more effectively to unfolding events in the present moment. Conversely, individuals may react involuntarily and impulsively to events rather than engaging in deliberate, thoughtful responses (52).

In both investigations, the focal demographic consisted of teenagers, although the temporal context differed, with the Yuanyuan study coinciding with a tornado incident. Guo et al. conducted a study to explore the influence of social support on depression, anxiety, and stress

amidst the Chinese COVID-19 pandemic. Their findings revealed a negative correlation between low social support and mental health symptoms. Specifically, women received greater social support compared to men, leading to elevated levels of depression, anxiety, and stress symptoms among men. Conversely, the Gertrud study, which examined symptoms of anxiety and depression among 3,572 adolescents aged 13 to 16 in Norway, identified heightened levels of stress and anxiety among adolescent girls, with cultural disparities contributing to these outcomes. Additionally, the Gertrud study highlighted health disparities among adolescents in vulnerable groups during an epidemic, along with other factors influencing levels of COVID-19 anxiety, such as pre-existing mental health issues and residing in single-parent, low-income households (53).

Kazemi et al.'s findings suggest that adolescents who possess a greater degree of differentiation and an independent identity from their family are better equipped to assess situations, such as the COVID-19 epidemic, rationally and devise fundamental coping strategies (35). Conversely, adolescents are highly attuned to psychological and social shifts due to their extensive interactions within their peer groups and the broader social sphere compared to their family members, as well as younger individuals like infants and children, thus forming intricate relationships with their peers (54). Consequently, measures such as prolonged quarantine have engendered traumatic psychological repercussions, including confusion, anger, despair, financial distress, panic, anxiety, depression, and fear, affecting all demographic groups, particularly adolescents. Thus, post-COVID-19 efforts should prioritize fortifying familial bonds and mitigating psychological impacts by leveraging familial resources (35). Additionally, Aref Kashif et al.'s findings indicate that enhancing communication skills is effective in alleviating coronavirus-related anxiety in teenagers, whereas improving self-esteem does not significantly impact such anxiety levels (30). Given that most teenagers lack prior experience with contagious and severe illnesses during the COVID-19 era, they grapple with numerous psychological and physical challenges. Reviewed research underscores that anxiety and fear among teenagers correlate with diminished academic and social performance. Among the constraints of the present review, limited access to full-text articles hindered their inclusion in the review process. It is recommended to conduct descriptive studies on teenagers' fears and anxieties in the post-COVID-19 era within the country to identify vulnerable individuals and implement necessary psychological interventions with careful planning.

Conclusion:

During adolescence, a pivotal stage in human development, teenagers exhibit heightened psychological vulnerability, particularly towards symptoms of anxiety and fear amid the COVID-19 pandemic. Generally, factors such as effective communication skills, robust social support networks, mindfulness practices, resilience, and optimistic outlooks contribute to reducing Corona-related anxiety levels among teenagers. Conversely, factors including insomnia, excessive news consumption, and prolonged quarantine exacerbate anxiety levels in this demographic. Thus, it is recommended that mental health professionals develop comprehensive educational programs for families and schools, recognizing the significance of addressing this issue for the enhancement of adolescent social well-being and health in the post-Corona era.

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