Childhood and Health & Wellbeing

The innovative and dynamic changes in the social world brought revolution which adversely influence both children and health (Nkhata et al., 2019). Social science significantly examines the relationship between societies and individuals and highlights the operation and development of societies. Afrina et al. (2021) argue that the discipline of social science heavily relies on the interpretation, concepts and experiences of human life. This essay will highlight the social relationship between childhood, health and well-being by using the theories such as Vygotsky's theory and social cognitive theory to examine how the health condition of the individual is interrelated with their childhood well-being (Nkhata et al., 2019). Furthermore, it is found that childhood and health are dependent on each other but can be measured separately. Considering this impact, the essay will highlight the sociological imagination in the context of health and well-being and childhood. The essay further evaluates the childhood dimensions and the contribution of health and well-being in society.

Within the social context, sociological imagination is a term identified as a framework which helps to understand the social reality and social behaviour. Suggestively, it is considered that social imagination is a deeper understanding and development of the world (Sorensen et al., 2021). The social aspects potentially identify the social factors, behaviour of individuals, and learning behaviours of individuals (Colander and Hunt, 2019; Thomas, 2019). In health and wellbeing, sociological imagination is used to understand the interrelationship between social position, and societal arrangements an individual experiences (Afrina et al., 2021). Social imagination is important to identify the various aspects of society by opposing passive living. In this essay, social science and social imagination significantly act as a framework for understanding the role of childhood and health in the social world.

The state of childhood is important for cognitive development and social engagement (Thomas, 2019; Levine, 2021). For childhood development, different key concepts were constructed and taken into serious account which includes long-term

physical, emotional, cognitive and social development. In early childhood, healthy development accounts to improve the different experiences, opportunities and social factors. For example, social media and networking introduce by means of strengthening communication and connection but they progressively deteriorate childhood and initiated to blur the developmental processes of childhood. Benson et al. (2019) determined that in shaping the development of the child, different cultural aspects were noticed and highlighted. The study by Gibson-Davis and Hill (2021) accounted that different levels can be supported or established to promote child growth influenced by the sociocultural environment. Currently, in low and middle-income countries, the childhood of numerous children getting exploited and deprived of basic necessities of life which include schooling, shelter and food. Covid-19 pandemic significantly produce a profound effect on children for example; children drastically responded to covid-19 by deteriorating their emotional as well as social wellbeing. In 2020, the study of Sorensen et al. (2021) projected that through covid-19 pandemic, about 150 million additional children were facing multidimensional poverty without access to sanitation, nutrition, housing, water, effective healthcare services and access to education.

The children of all ages dynamically influenced by the covid-19 pandemic and produce a socio-economic impact by mitigating measures. In the UK, policy was constructed regarding children and schools because pandemic become the most damaging for the children. The policy brief substantially provides the deep effects through analysis and specifically identify the series of sustained and immediate actions for the attention of policymakers and governments. Sulistyaningtyas and Fauziah (2019) also revealed that the basic need of childhood is care and protection with the consideration of emotional and physical support. Furthermore, in many developing or low-income countries, child labour also influences adversely which make some realist reconsider and rethink their status and limit their notion to stand as a nation. In understanding and determining the dimensions and variables of childhood development, various theories and concepts of social constructivism are put with great insight regarding the social sciences.

The surroundings and environment of children are considered imperative in identifying their cognitive and mental abilities (Hewitt et al., 2017). However, the research of Kemp et al. (2017) determined that the optimum amount of exposure to the outside

world for children depends on their cognitive and mental development. Evaluating the perspective of Vygotsky's theory, it is found that the cognitive and mental ability of children improved by providing equal opportunities for developing behaviour and attitude. In order to regulate childhood, it is important to maintain surroundings, interactions and other cultural and social aspects (Sorensen et al., 2021; Nkhata et al., 2019). On the other hand, in terms of practical implementation, logical reasoning and mathematics, Piaget and Inhelder constructively highlight the abilities of learning and development in social sciences. However, Hewitt et al. (2017) attributed that this theory did not represent that the environmental conditions and surroundings did not influence the knowledge and survival of childhood. It is observed that the human mind grows optimistically if childhood was happy. In contrast to this elicit class children have access to education, shelter and good food etc. Considering these consequences is based on social constructivism and promotes good doings through a pedagogical framework (Le Grande et al., 2017). In order to make children civilised, it is considered to give them freedom with no responsibilities and fulfil their needs and demands with social acceptance.

Health and well-being is another context defined as an absence of disease by maintaining the physical, social and mental well-being of an individual (Pykett et al., 2020). For every individual or age group, the health metrics are different particularly based on functions, anatomical units, and physiological and psychological functions effectively. To support health behaviours, the Health Belief Model (HBM) is used to guide disease prevention programs and health promotion. It is considered that the care might not be sufficiently considered by age, gender, religion or class. Considering the self-care aspects and personal hygiene, society is accountable to provide a healthy and right atmosphere to every individual. For example, psychological and cognitive education has been recently adopted to understand the importance of a healthy lifestyle and nutrients. The study by Le Grande et al. (2017) attributed that most people spend their crucial time in front of online video games, TVs and mobile phones which negatively influences their health and well-being. It is important to know about the trigger points which a crucial role in increasing the standards of living and adopting a better lifestyle. Among different adults and children, various health inequalities were observed which include learning issues, speech disability, obesity and many more (Olsen et al., 2020).

To overcome these consequences to generate awareness of health and well-being, and to generate real-world experiences, several mediums were used which include counselling sessions, group activities and therapies. The collectivist and individualistic approach is significantly used to maintain healthy standards of living, stabilise life and sustain health parameters (Le Grande et al., 2017; Pykett et al., 2020). In society, many people strive for unemployment or struggle with housing, for which the collectivist approach is used to promote their health parameters. Furthermore, in different collaborative modes, the individualist approach is used in order to assist people with available resources to support the context of social sciences. To keep the system and society intact, health and well-being are important factors (Kemp et al., 2017; Barajas-Gonzalez et al., 2021). The social cognitive theory further explains the impact of different actions and experiences on health behaviour. The income of individual directly influence health inequalities and worsen social health and well-being. Therefore, to promote health and well-being, it is important to foster the living standards of society and enhance the aspects of social science in order to promote the health and wellbeing of children.

Subsequently, it has been concluded that social constructivism and social imagination portray both health and childhood and are equally important for effective development and growth. The overall cognitive maturity and learning abilities are interdependent for childhood development and must be respected and valued to maintain the decorum of society. To understand child development and health inequalities, different theories and models are established which include Vygotsky's theory, social cognitive theory, constructivism and health belief model that need to be handled and implemented properly. These theories and models significantly assist in balancing society, providing equal opportunities and maintaining maturity levels in social science. Therefore, with the consideration of social science, it is important to construct a well-established society, and promote different social aspects and social imagination with the promotion of the health and development of every individual, especially in children.

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