

# Assessment 2 essay

## BMHP5004\_BIRM

*by Jubli Aktar*

---

**Submission date:** 17-Jul-2023 07:10PM (UTC+0100)

**Submission ID:** 210337399

**File name:** 38191\_Jubli\_Aktar\_Assessment\_2\_essay\_BMHP5004\_BIRM\_503774\_455254178.docx (36.57K)

**Word count:** 3198

**Character count:** 17939

## **ASSESSMENT 2: ESSAY**

DISCUSSING <sup>6</sup> THE EFFECTS OF THE COVID-19 PANDEMIC ON CHILDREN YOUNG PEOPLE AND FAMILIES LIVING IN POVERTY IN THE UK

**STUDENT NAME:** Jubli Aktar

**STUDENT ID:**2128699

**LECTURER:** Colin Barr

<sup>11</sup> **MODULE NAME:** CHILDREN, YOUNG PEOPLE & FAMILIES

**MODULE CODE:** BMHP5004\_ BIRM

## Introduction

COVID- 19. According to research findings, the disease is transmitted by infectious air droplets dispersed by wheezing and sniff By contacting surfaces that have been infected or other people and then exposing their mouths, noses, or eyes with contaminated hands, individuals may spread the COVID-19 virus. (Axford & Albers, 2019)

This illness is marked by fever, cough, extreme exhaustion, and a diminished capacity to taste or scent. In alongside fever, chills, a skin rash, and discoloration of the toes and digits, a temperature may also be present. Bangham & Leslie, 2020)

This deadly outbreak has impacted individuals of various ages and demographics, although senior citizens have been particularly susceptible. (Barnardo's, 2020). As soon as the magnitude of COVID-19 became apparent, the academic curriculum had to be revoked, which had a significant impact on the lives of the students. Their inability to travel hindered initiatives to make learning more accessible. This study will concentrate on Covid-19 regarding children and families in distress in the United Kingdom.

## Effects overall of Covid-19

. Very few studies have been conducted on the effects of the outbreak on people of the UK, despite the current discourse on the potential consequences of the COVID-19 virus. (Doherty & Cullinane, 2020)

First, the detrimental impact of deprivation on kids and households in England and Wales will be quantified and evaluated. (Ghosh et al., 2020)

No matter the children's and communities' socioeconomic statuses and levels of wealth, the COVID-19 disease made a significant impact on the UK community, according to the essay. The adverse consequences of poverty on infants and adults are examined from two distinct perspectives.

### COVID-19 Effects On infants in poverty

Individual responses will be manifested by those infected with COVID-19. A significant percentage of those with the infection will not require medical treatment. Fever, coughing, fatigue and an unwillingness to taste or scent are the most visible symptoms of this illness. Other symptoms that could occur include throat pain, headache, pain, discomfort, diarrhoea, skin rash, and discoloured toes and digits. COVID-19 has shifted the balance of the world off. This includes the economy, the educational system, and the political alliances. Numerous individuals struggle to function and perform their daily responsibilities. Older adults have been more susceptible to COVID-19, but the virus has affected individuals of all ages. (Gustafsson & McCurdy, 2020)

When COVID-19 became severe, children who were enrolled in school were severely impacted because they were forced to discontinue their education. Education at home was never made more accessible because students were not permitted to transfer. There are numerous ways in which COVID-19 affected youth. Children are not being instructed. The majority of the students failed to have adequate instruction, answers, or interaction from their mentors. Across almost all the continents, children receive no education during the outbreak period. Some school-going kids had access to printed assignments, but no way it can be treated as a standard for quality education. Before this outbreak, the majority of students received instructions to recheck their notes (Phelps & Linda, n.p.). Some of the students claim that once the time frame gets extended, they had no choice but to read; otherwise, they would have forgotten a great deal.

Some infants are slow learners. Throughout this period of COVID-19, students continued to learn less via distance education. The system of learning sought a different way to impart knowledge

to students, so online learning was implemented. As a result, it became a challenge for many students.

It was challenging for them to develop the self-discipline to sit and study independently by watching videos sent to them. In addition, it became difficult for them to obtain sufficient internet to retrieve the learning elements sent to them. It encourages the student to prioritize the download of learning materials, such as mathematics, and to use textbooks for other theoretical subjects. (Judge & Rahman, 2020). Students who also wait a long time for an instructor either signs up later claiming they do not have a sufficient internet package or vanishes without explanation.

Even in the event of a severe shock, several of the factors that contribute to child poverty do not shift immediately. For instance, if children have access to clean drinking water at home, a pandemic has little effect on their circumstances. Even in a recession, individual households wouldn't be forced to relocate to homes without access to safe drinking water for several months due to economic hardship. Even more time would pass before the aggregation of these incidents became apparent in national statistics. Therefore, only the dimensions that are impacted fast are examined in order to quantify the influence of COVID-19 in the short run (Unicef, 2021).

The majority of students have mental instability. COVID-19 has induced a broad range of anxiety, tension, isolation, and depression in these students. The mental disorder is correlated with a lack of interaction with their peers at school and even with other kids in their neighborhood. Most people find it simple to work with others, so it is natural for students to feel at ease when studying with other students. Home study can be quite stressful (Dunton, Genevieve, Bridget, and Shirlene, 2019). The majority of the time, students will consider how different things could have gone differently if they had been at educational institutions with their peers.

In addition, females are expected to care for their children regardless of having coursework to complete (Ghosh et al., n.p.). The girl's students missed televised online lectures due to household responsibilities. The use of gadgets to study appears to be more accessible to males than to girls, who have limited access to these materials and therefore lag behind in their studies. In an effort to ensure that students continue to have access to learning resources, the education system has created a digital divide among students. Many pupils lacked access to radios, televisions, computers, the internet, and data, preventing them from engaging in remote learning. (Kempson et al., 2020). In certain parts of the country, the dearth of electricity and study lamps prevents students from accessing online classes. Additionally, COVID-19 impacted the economy.

The parents must put first feeding their children over assisting them in purchasing data to continue their studies. Some of the parents and custodians of the students do not have devices or access to the resources sent to them.

Initial findings indicate virus additionally impacted the mental health of children. <sup>9</sup> The effects of emotional stress on the brain development of children are real and significant (Axford and Albers, 2018). Short-term stressors have a smaller effect on the growth of kids when they occur in the presence of an adult they can depend on, while long-term irritants have a much greater effect when the child is unable to count on an adult for protection (Bowers et al., 2012). Seven out of a possible ten parents, according to a research finding by three children's entities, are convinced with the disease outbreak influences their unborn, neonatal, or young child. Thirty percent of responders reported that their infant's relationship dramatically swung over the confinement. In addition, nearly half claimed that their infant turned unusually attached during this time (Saunders and Hogg, 2020).

Sutton Trust found those guardians having infants, primarily those whose children were absent from childcare during a curfew, reported negative effects on their child's psychological growth (Pascal et al., 2020). Children of color were disproportionately affected by the poor housing conditions and the dearth of playgrounds outdoors (Judge and Rahman, 2020). Overcrowding can be detrimental to children's health because it reduces their access to recreational and study space (White, 2018).

#### COVID-19 Effects Over Families in poverty

<sup>12</sup> The COVID-19 epidemic has caused suffering for numerous families. <sup>7</sup> During a lockdown, 66% of parents with young children at home reported feeling anxious, frightened, or overwhelmed, while 33% documented feeling out of the respective positions. The majority of parents with physically sick children (more than Seventy-Nine percent) showed down going mental as well as emotional states. A large number of people additionally expressed an increase in caregiving duties as a result of the loss of regular assistance. A threefold rise in connections to the One Parent Households UK helpline and via web chatting (UK government, 2020), as well as the NSPCC,

logged a twenty-four percent spike in adult encounters regarding parental psychological disorders from the first to the second week of the closure (NSPCC, 2020). (Fancourt et al., 2020) found that those with reduced living expenses were probably to exhibit depressive and anxious symptoms. 55% of parents with earnings less than Sixteen Thousand Pounds have been reported feeling "considerably" more worried than 32% of families with the highest incomes (Saunders and Hogg, 2020).

According to the World Health Organization, behavioral health problems are more probable to come up when faced with intense tension and emergencies. The pandemic of coronavirus has generated uncertainty and unsteadiness, which is harmful to people's health and satisfaction (Marmot 2020); based to a University College London survey, 50 percent of those surveyed lack a sense of regarding controlling their future work plans (Fancourt et al. 2020). Despite being convinced that social media platforms play an inevitable role in promoting overall wellness, the lack of interaction disturbed by the closure has left numerous individuals desperate and disturbed (Roberts et al., 2017; Roberts et al., 2013). The World Health Organization, mental stability factors are more likely to occur when chased with gigantic level of pressure and emergency situations. This worldwide pandemic generates tensions and unreliable circumstances, which is detrimental to people's satisfaction as well as living standard. (Marmot 2020); based on a survey conducted by University College London, 50% of those who participated lack a sense of in tune with what they're doing (Fancourt et al. 2020). In spite of being convinced that networking sites are essential to encouraging overall wellness, the lack of social interaction created by the shutdown made many people feel estranged (Roberts et al., 2013).

<sup>10</sup> The Covid-19 virus does not randomly infect people; mortality <sup>2</sup> is substantially higher in the elderly, poorer groups, and ethnic minorities, and its economic impact is also unevenly spread throughout the community. The effects of the economic downturn could last for many years. Without coordinated preventative action, poorer families and communities will suffer more than others, escalating health disparities in the UK and around the world.

<sup>1</sup> Extremely unsettling tendencies in health were beginning to emerge in England even before COVID-19. Growing child poverty, homelessness, and food insecurity caused infant mortality to increase at an unprecedented rate, as well as mental health issues and a stagnation in life expectancy, particularly for women in the poorest neighbourhoods and cities.<sup>1</sup> The poorest populations have been severely hit in these same locations after ten years of austerity policies (Whitehead, Taylor-Robinson, Barr, 2021).

Depression represents a major challenges drawback generated from the outbreak; social isolation policies may make it harder for bereaved families to recover together (ADCS 2020). For parents who struggle with behavioral disorders such as substance abuse and domestic violence, this disaster aggravated earlier challenges, including social abuse, violence, and cognitive disabilities (Smith and Barron, 2020). For example, this isolation has exacerbated family tensions. Due to contemporary conditions, especially layoffs, family violence may have spread to additional households (Barnardo, 2020). 57% of Barnardo experts felt worried about growing family contradiction and hostility, while 45% reported a sharp decline in referrals (Barnardo 2020). In the interim, tenfold more inquiries were made to Refuge's National Domestic Abuse Helpline. (ADCS 2020). It has been also noted that eating as well as imbibing are both temporary coping mechanisms, the findings suggest that alcoholic beverage sales climbed during the prolonged lockout (Donkin, 2014).

Economic hardship and job insecurity, both of which have been exacerbated by the worldwide outbreak of COVID-19, have been identified as contributing factors to the elevated incidences of depressive disorders among parents (Institute of Health Visiting, 2020). A large number of guardians who answered a childhood poverty Action Organization result indicated that the economic crisis purely massacred their financial situation. Similarly, Office of National Statistics data revealed that parents are more inclined to research findings on reduced living standards (ONS 2020). 62 percentage points of Parents stated that their professional life was impacted, while only 35% of the people who don't have any adopted or their own kids also expressed similar information. Furthermore, more than three out of ten individuals who have their kids not matured are at increased risk of getting fired off, when compared with fewer than one out of ten individuals who refrain from having children (Smith and McClosekey, 2020). whereas UK people have suffered a decline in income, parents who are single have been struck especially hard, with a third of sole parents working in industries affected by the recession (Kempson and Poppe, 2020). The publication 2020 by Gustafsson and McCurdy is mentioned as the source. Certain parents have cut back their work hours or left their jobs to raise their children. Numerous single parents, especially people from black, Asian, and different ethnic minority backgrounds, get jobs on zero-hour agreements or with precarious or low-income employment, placing them at a greater risk of endangering their means of support (Children's Society 2020). (Flint et al., 2013) There exists proof that losing one's job can have a drastic and negative influence on one's mental health.

Families must spend more on foodstuffs, heating and cooling, as educational and entertainment materials, and Internet access since kids are at home. Increased barriers to fundamental basic needs, including meals, financial assistance, and resources for education, have negatively affected both the mental and physical wellness of numerous families (Smith and Barron, 2020).<sup>4</sup> More than 30 percent of residents have been required to register for universal credit since the start of COVID-19 (Smith and Barron, 2020). Save the Children found out that financial concerns had a major and dramatic effect on the mental health of 65% of respondents, with 16% citing a "very detrimental" consequence (Save the Children 2020). Child First Parent line calls from low-income households in the United Kingdom increased by 158 percent. Those with poorly compensated or unstable jobs, who had lesser assets at the outset, have been hit the hardest (UK Administration, 2020; Social Metrics Commission, 2020).

## Conclusion

During the COVID-19 outbreak, eight low-income families experienced a sharp decline in living standards (Fancourt et al., 2020). During the COVID-19 closure, those who were already vulnerable were approximately three-fold more likely to report a worsening of their situation (Fancourt et al., 2020). In recent years, the already tenuous financial footing of many low-income families has been further eroded by soaring cost of living and sluggish or declining wages.

As a result of a furlough, a salary reduction, or a termination) (Howes and others, 2020). A lot of households were experiencing financial difficulties prior to the crisis as a result of recent turbulence in the social security system that caused far more complexity to get eligible for assistance (House of Lords 2020; Block et al. 2020).<sup>13</sup> Since the start of the recession, six out of ten families receiving. Many people with modest incomes rely on the use of credit cards, loans, and unofficial borrowing from family and acquaintances, according to research (Bangham and Leslie, 2020). Meltzer et al. (2013) found a correlation between budgetary strain and a higher likelihood of mental health issues.

## References

1. Action for Children. (2020) *One in three parents 'out of their depth' as children struggle with pandemic fallout.*
2. ADCS. (2020) *Building a country that works for all children post COVID-19.*
3. Axford, N., & Albers, B. (2019) *Improving the Early Learning of Children Growing Up in Poverty: A Rapid Review of the Evidence.*
4. Bangham, G., & Leslie, J. (2020) 'Rainy days: An audit of household wealth and the initial effects of the coronavirus crisis on saving and spending in Great Britain', *Resolution Foundation*. Available at: <https://www.resolutionfoundation.org/publications/rainy-days> (Accessed: 17 July 2023)
5. Barnardo's. (2020) *Written evidence submitted to the Education Select Committee inquiry.*
6. Benzeval, M., Booker, C., Burton, J., Crossley, T.F., Jäckle, A., Kumari, M., & Read, B. (2020) 'Understanding society COVID-19 survey. April briefing note: health and caring', *Understanding Society Working Paper*. No. 11, pp. 2020-11.
7. Bowers, A.P., & Strelitz, J. (2012) 'An Equal Start: Improving outcomes in Children's Centres', *The evidence review*. London: University College of London, Institute of Health Equity.
8. Doherty, K., & Cullinane, C. (2020). COVID-19 and social mobility impact brief# 3: Apprenticeships. Sutton Trust: London, UK.
9. Donkin, A. (2014). Local Action of Health Inequalities: Good Quality Parenting Programmes and the Home to School Transition. Public Health England, UCL Institute for Health Equality.
10. Dunton, G.F., Do, B., & Wang, S.D. (2020). Early effects of the COVID-19 pandemic on physical activity and sedentary behavior in children living in the US. *BMC Public Health*, 20(1), 1-13.
11. Fancourt, D., Bu, F., Mak, H.W., & Steptoe, A. (2020). COVID-19 social study. Results release, 22.
12. Flint, E., Bartley, M., Shelton, N., & Sacker, A. (2013). Do labour market status transitions predict changes in psychological well-being? *Journal of Epidemiology and Community Health*, 67(9), 796-802.
13. Ghosh, R., Dubey, M.J., Chatterjee, S., & Dubey, S. (2020). Impact of COVID-19 on children: special focus on the psychosocial aspect. *Minerva Pediatrica*, 72(3), 226-235.
14. Gustafsson, M., & McCurdy, C. (2020). Risky business: economic impacts of the coronavirus crisis on different groups of workers. *Resolution Foundation*, 28.
15. Judge, L., & Rahman, F. (2020). Lockdown living: Housing quality across the generations.
16. Kempson, H.E., Collings, D.J., Poppe, C., & Evans, J.C. (2020). Emerging from lockdown: Key findings from the 3rd Coronavirus Financial Impact Tracker survey.
17. Marmot, M. (2020). Health equity in England: the Marmot review 10 years on. *BMJ*, 368.

18. Matthews, T., Danese, A., Wertz, J., Odgers, C.L., Ambler, A., Moffitt, T.E., & Arseneault, L. (2016). Social isolation, loneliness and depression in young adulthood: a behavioural genetic analysis. *Social Psychiatry and Psychiatric Epidemiology*, 51(3), 339-348.
19. Meltzer, H., Bebbington, P., Brugha, T., Farrell, M., & Jenkins, R. (2013). The relationship between personal debt and specific common mental disorders. *The European Journal of Public Health*, 23(1), 108-113.
20. Mental Health Today. (2020). Coronavirus pandemic disproportionately affecting BAME people – here's how your experiences could inform mental health care responses.
21. NSPCC. (2020). Mental health risks for new and pregnant mothers during coronavirus.
22. Phelps, C., & Sperry, L.L. (2020). Children and the COVID-19 pandemic. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S73.
23. Saunders, B., & Hogg, S. (2020). Babies in Lockdown: Listening to parents to build back better. Best Beginnings, Home-Start UK, and the Parent-Infant Foundation.
24. Smith, A., & Barron, R. (2020). The state of child poverty 2020: the impact of COVID-19 on families and young people living in poverty.
25. Social Metrics Commission. (2020). Measuring poverty 2020. London: The Social Metrics Commission.
26. UNICEF (2021) Impact of COVID-19 on children living in poverty.
27. Whitehead, M., Taylor-Robinson, D., Barr, B., (2021) *Poverty, health, and covid-19 BMJ 2021; 372 :n376*. Available at: doi:10.1136/bmj.n376 (Accessed: 17 July 2023)

# Assessment 2 essay BMHP5004\_BIRM

## ORIGINALITY REPORT

10%

SIMILARITY INDEX

5%

INTERNET SOURCES

2%

PUBLICATIONS

9%

STUDENT PAPERS

## PRIMARY SOURCES

|   |                                                                            |     |
|---|----------------------------------------------------------------------------|-----|
| 1 | Submitted to University of Ulster<br>Student Paper                         | 3%  |
| 2 | Submitted to Queen Mary and Westfield College<br>Student Paper             | 2%  |
| 3 | Submitted to University College Birmingham<br>Student Paper                | 1%  |
| 4 | Submitted to RDI Distance Learning<br>Student Paper                        | 1%  |
| 5 | ksmith2.teammetro.net<br>Internet Source                                   | 1%  |
| 6 | Submitted to University of Wales, Lampeter<br>Student Paper                | 1%  |
| 7 | Submitted to Buckinghamshire Chilterns University College<br>Student Paper | <1% |
| 8 | www.readkong.com<br>Internet Source                                        | <1% |

|    |                                                                                                |      |
|----|------------------------------------------------------------------------------------------------|------|
| 9  | "Encyclopedia of Adolescence", Springer<br>Science and Business Media LLC, 2018<br>Publication | <1 % |
| 10 | Submitted to Institute of Technology, Sligo<br>Student Paper                                   | <1 % |
| 11 | www.coursehero.com<br>Internet Source                                                          | <1 % |
| 12 | cpag.org.uk<br>Internet Source                                                                 | <1 % |
| 13 | files.eric.ed.gov<br>Internet Source                                                           | <1 % |

Exclude quotes Off  
Exclude bibliography On

Exclude matches Off