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MODULE:(LCHS4001)

MODULE DIGITAL SKILLS AND RESEARCH METHODS

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Introduction

The Covid-19 pandemic disrupted education worldwide, and one of the lasting impacts has been problems with school attendance (Bronte McDonald, Kathryn J. Lester, Daniel Michelson, 2022). This essay examines these attendance challenges by considering the perspectives of parents and professionals. The school attendance during COVID-19 affected in 2022 as a global pandemic it led to unpredictable changes in how the education was managed and accessed during the pandemic. This had a huge impact on education globally for primary school children. This record dropped low hugely due to lockdowns, isolation rules and health fears as this covid was contagious, the seriousness was high rise on fatalities.

This topic is why the attendance dropped and how it affected learning and wellbeing of children and what precautions were taken by schools and how the children were brought back in the school and managed by school board. School attendance whilst COVID-19 was a key factor to healthcare and social care issue in the UK,

The wellbeing and safeguarding were heavily prioritised as needs were to be taken in consideration of children. During the pandemic the health care was severely impacted as low attendance meant missed NHS health checks, vaccinations, and referrals. The school nurses and health visitors identified the problems that the children faced during this pandemic during 2020- 2022. These issues that were addressed were obesity, dental problems, poor mental health; and development.

In 2020-2022 these issues went undetected which took its toll on the NHS and caused enormous pressure on the health professionals and A & E The Department Of Education statistics showed persistent high rise of absences and impacted the physical mental wellbeing of children. Secondly the social care side is more important the school covers children who are neglected or if abuse is involved and domestic violence. Attendance dropped to -22% many children at risk were missed by the services, this increased the risks and safeguarding of children more. During the pandemic the exclusion, poverty, and social care in adolescence rose increasingly high. Attendance is an indicator of safeguarding and public health. The understanding of the impact of Covid -19 helps healthcare teams target support.

Understanding the purpose and research questions

The aim of the research article is to explore the problems that were caused because of Covid – 19 like school attendance problems from the perspective of parents and educational professionals. The researchers wanted to find out how parents and professional were to understand school attendance problems following the Covid- 19 pandemic. Also, they wanted to identify the key barriers that influenced students' ability to return to school and wanted to explore the emotional, social, and practical impacts of non-attendance on students and families. Finally, researchers wanted to make recommendations for support strategies and interventions suggested by parents and professionals to improve school attendance.

Understanding the Research Methods

One of three methods – qualitative, mixed, or quantitative – is typically selected by researchers when conducting a study. The focus of quantitative research is on numbers. To get quantifiable data, researchers employ experiments, questionnaires, and surveys. Finding ‘how many’ or ‘how much’ and searching for trends are the objectives. For instance, this could entail determining the proportion of pupils who did not attend class. Large group comparisons are made easier by the outcomes, which are typically displayed in charts and statistics. Because it emphasises people’s narratives, qualitative research is distinct. Through focus groups, interviews, and observations, researchers gather words rather than numbers. Understanding ‘why’ things occur and ‘how’ people perceive them is the goal. For instance, asking parents how they felt about their child returning to school after covid. Both are combined in mixed methods research.

Two consecutive phases of data collection are used in this study’s qualitative, mixed methods approach. The design is referred to as ‘mixed methods’ since it integrates two distinct qualitative data gathering techniques to provide a more thorough response to the research objectives. The researchers surveyed 29 parents and 19 professionals qualitatively in Phase 1. These surveys employed open-ended questions to provide general insights into issues related to school attendance that occurred in 2020-2021. Finding important issues from a larger variety of stakeholders was the goal. Phase 2, which comprised in depth qualitative interviews with 22 individuals, was informed by the results of phase 1. This had 15 new participants in addition to 7 from phase 1. Through the interviews, the researchers were able to examine feelings, experiences and explanations in much greater depth. By using surveys first and interviews second, the study gains both breadth and depth. The surveys map the range of issues, while the interviews explain the ‘why’ behind them. This sequential approach strengthens the credibility and richness of the findings.

Who collected the data and why is the major distinction between primary and secondary data. Information that you personally gather for the first time and especially for your own research is referred to as ‘primary data’. It is first hand. Because they are looking for answers to their own study topics, researchers collect it directly from people. Surveys, focus groups, interviews and observations are common methods for doing this. In the school attendance study, for instance, the researchers had direct conversations with professionals and parents regarding their experiences using COVID-19. No one had asked them such questions previously, thus this counts as primary data. The main benefit is that you have control over the questions and they are directly relevant.

Secondary data is not the same. This is pre – existing data that was gathered for a different reason by another party. It might be data from the government, records of student attendance, or conclusions from earlier studies. The advantage is that it frequently covers many people and is quick and simple to access.

In order to gather first-hand information specifically regarding school attendance issues following COVID-19 , the researchers in this study gathered primary data. They did not make use of official statistics or information that already existed. Rather, they went straight to parents and childcare workers who had firsthand knowledge of the problem. Qualitative data collection was employed, utilising both surveys and interviews in two phases. Qualitative surveys were the initial step. 19 professionals and 29 parents received open ended surveys from the researchers. Participants were not restricted to checking boxes because the questions were open in ended. In their own words, individuals could respond to questions about their observations and experiences with school attendance in 2020 and 2021. This phase was helpful since it made it possible for the researchers to swiftly gather a variety of opinions and pinpoint the primary topics that people were discussing. In depth interviews constituted the second phase. There were twenty-two participants in all. Fifteen of these were new participants, and seven had already finished the survey in stage one. Because the interviews were semi structured, the researchers could ask ‘can you tell me more about that?’ in addition to the main questions. This is where the depth of the study came from. The surveys revealed ‘what’ the issues were, but the interviews clarified ‘why’ they were occurring and ‘how’ they impacted professionals and families.

Thematic analysis was used to analyse the data. Transcripts were first created by typing up all the survey answers and interview recordings. After carefully going over the data, the researchers began coding it. Highlighting passages of text and labelling them with terms like ‘anxiety’, ‘lack of routine’, or ‘parental pressure’ is known as coding. Bigger themes like ‘emotional barriers’ or ‘family challenges’ were then created by grouping similar codes together. The interview questions in stage two were shaped by the themes that emerged from the surveys because this was a sequential design. The analysis became more targeted as a result.

For a social worker supporting primary children attendance post covid -19 2022

The role in this field is a crucial role to support families with children’s attendance as safeguarding and welfare concern is important.

Assessment and analysing skills

Most importantly working with primarily children and attendance post covid

1. Assessing and analysing skills plays essential skills to gather information from families and individuals, schools, health records and determine any risks and safeguarding wellbeing.

2. Why it is important to follow up on cases like these absences could raise issues due to illnesses, depression, poverty, or, or safeguarding problems. therefore adequately the real issues should be investigated, not just the symptoms.
3. Assessing on if the reason being the absences are due to parents' mental health or transport issues or child refusing to go to school due to anxiety.

Communications and building relationship skills

Listening without judging, explain clearly, building trust with adolescents, parents and professionals. As many families don't trust the services and the system as p

Parents trust is the key factor to engage with the service to improve quality of attendance, and you have to use empathy.

And listen understand and assess the situations holistically to support every family in needed being empathetic to their financial/health.

Working with the multi-agency and partnership skills

Health professionals, engaging with schools, school nurses, CAMHS, and housing and also liaising with professionals to create support plans if needed.

Everyone in these cases work together to solve all the issues and the wellbeing families' children is prioritised efficiently. No single agency can fix issues as all the service providers work professionally to solve problems together as teamwork.

Attending TAF (Team around the family meeting) as where the multi-agency social worker families school nurses' doctors health visitors and CAMHS work around families so they benefit all issues are addressed positively and information is shared with each service provider and organisation.

Support plans are put in place to help fight poor attendance and wellbeing of each child

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