

A blue background with hanging string lights and a snowflake.

Festival of Doctoral Research

#SussexDocFest

Research Poster Competition
- 2021 Entries -

Introduction:

HIV infection and AIDS are important health concern worldwide, Based on UNAIDS report on global HIV, states that the number of new infections in the Philippines has more than doubled in the past six years from an estimated 4300 in 2010 to an estimated 10500 in 2016. The Philippines has become the country with the fastest growing HIV epidemic in Asia, and has become one of eight countries that account for more than 85% of new HIV infections in the region. While the country has the fastest growing epidemic in terms of percentage increase the number of new infections Philippines is not as high as several countries in the region which are estimated to have tens of thousands of new infections annually.

Materials and Methods

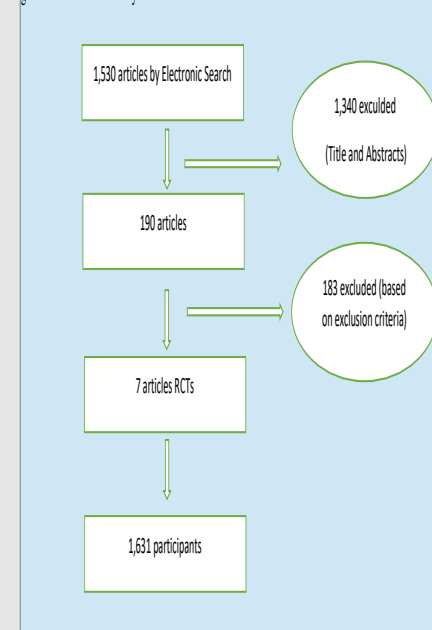
Objective:

This meta analysis aimed to evaluate the role of zinc supplementation to prevent progression to immunologic failure among HIV infected adults

Methodology

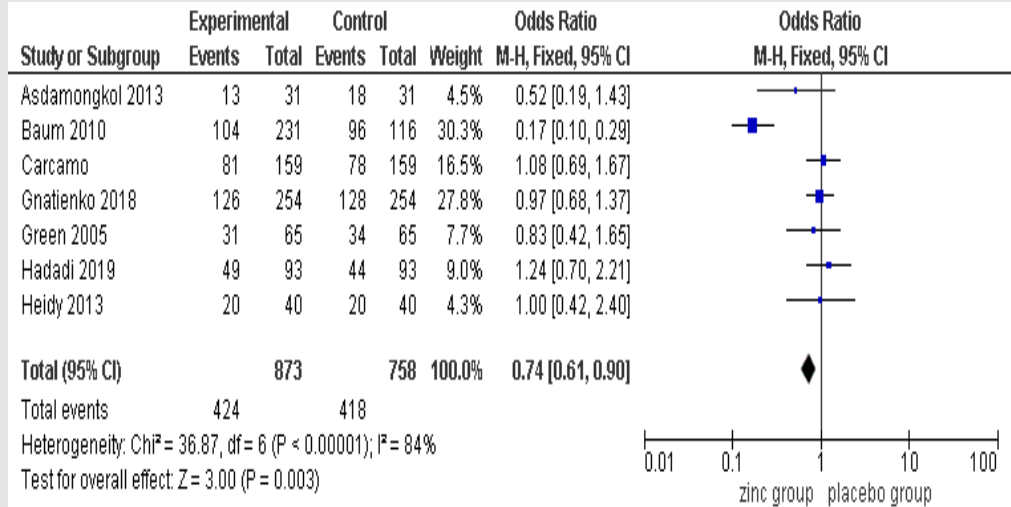
1. The study is a Randomized controlled clinical trial design, reported as full text and published in the English language.
 2. Participants in the study include adults (over 18 years old)
 3. Adult patient >18 years old with confined HIV infection based on Western blotting test result.
 4. They were all reported to have CD4 > 200 mm³.
- Statistical analysis was performed using Review Manager (RevMan) Version 5.3 freeware program developed by the Cochrane Collaboration.
Dichotomous frequency data.
A Forrest plot was generated by combining the OR of included studies using a random effects model.

Figure 1.1: Flow chart of study selection



Results

Result showed a significant p value of 0.003. Out of 873 adult patients included in the study that was on zinc supplementation (experimental group), a total of 424 (48.8%) patients had progression of immunologic failure. On the other hand, out of 758 adult patients, a total of 418 (48.9) patients that had immunologic failure on the controlled group. This showed a significant result with a p value of 0.003 and a C.I of 0.74 (0.61-0.90).



Conclusions

In conclusion, there is currently sufficient evidence to advocate the use of zinc supplementation to prevent immunologic failure among HIV infected adults. In the presenced of significant evidence in the study, Zinc supplementation is recommended as a treatment to prevent immunologic failure.

References

- Baum, et al. (2010). Randomized, Controlled Clinical Trial of Zinc Supplementation to Prevent Immunological Failure in HIV-Infected Adults. Clinical infectious diseases : an official publication of the Infectious Diseases Society of America. 50. 1653-60. 10.1086/652864.
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- Gnatienco, et al(2018). Design of a randomized controlled trial of zinc supplementation to improve markers of mortality and HIV disease progression in HIV-positive drinkers in St. Petersburg, Russia. HIV Clinical Trials. 19. 1-11. 10.1080/15284336.2018.1459344.

Where is the 'Deficit'?

FY Research Participants Compared with that of the Case Study University 2017/ 18 Cohort

Wendy Ashall, University of Sussex

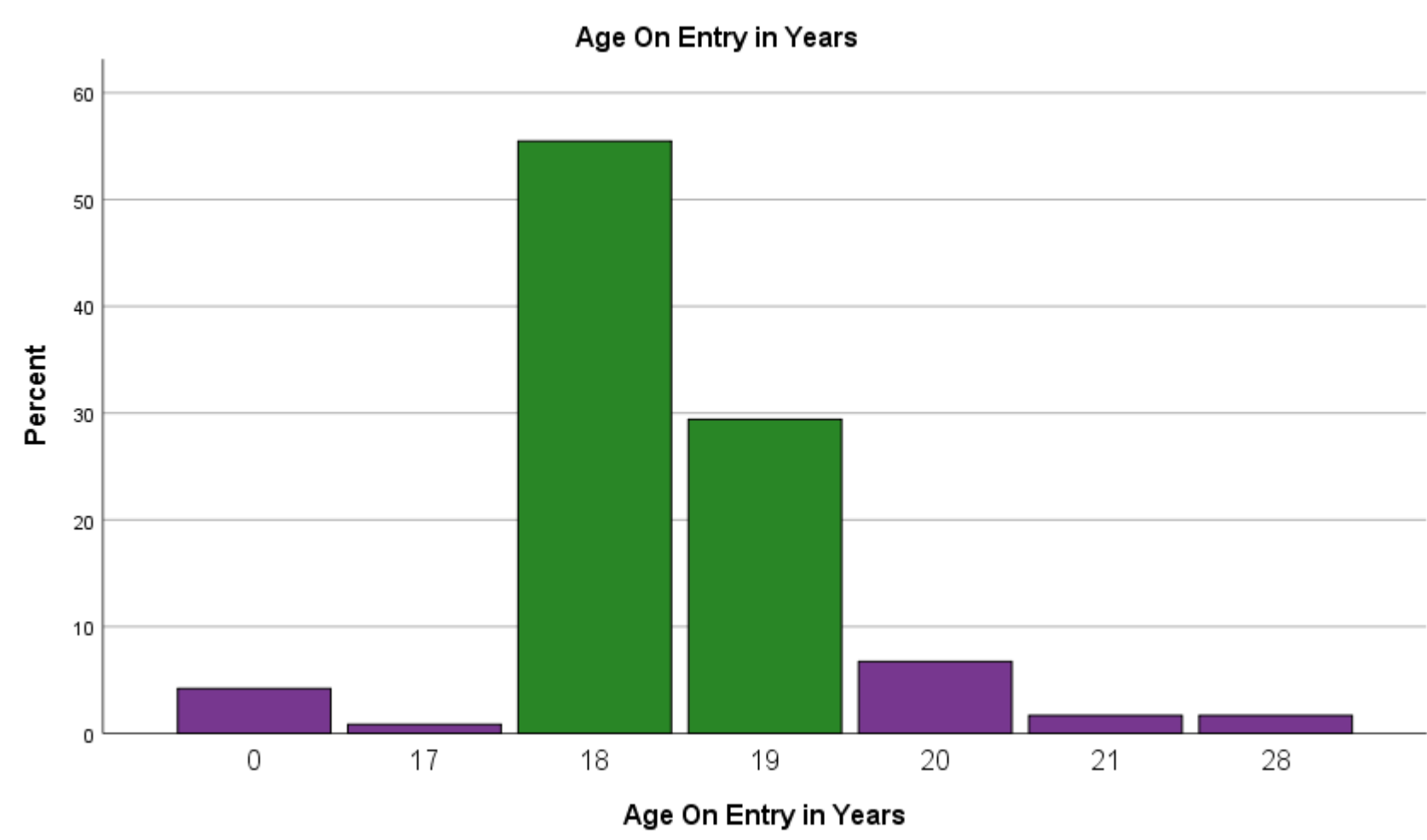


Figure 1: FY Research Participants Age on Entry (in years)



The Same Age?

The Same Ethnicity?

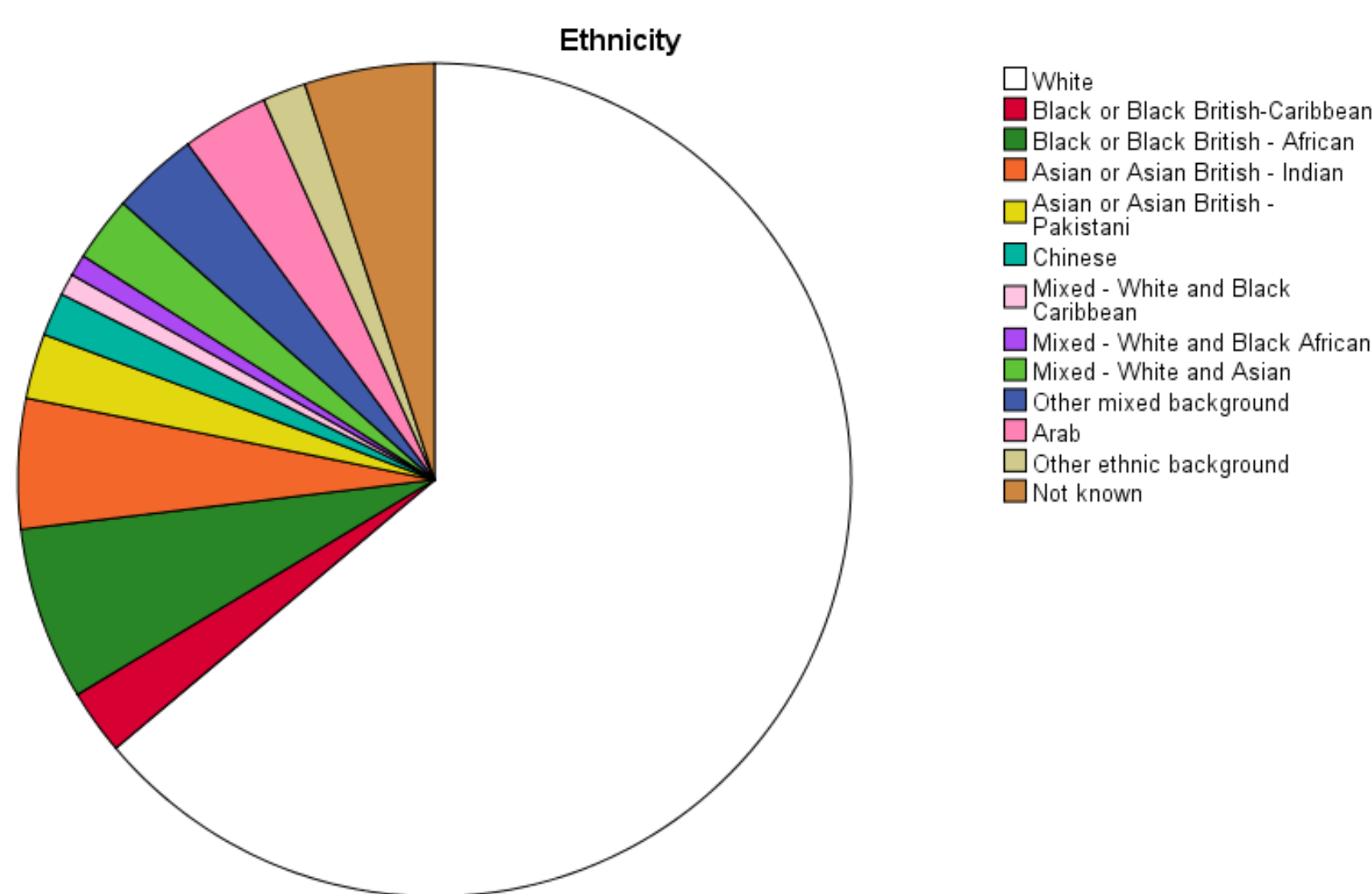


Figure 3: FY Research Participants by Ethnicity



The Same Gender?

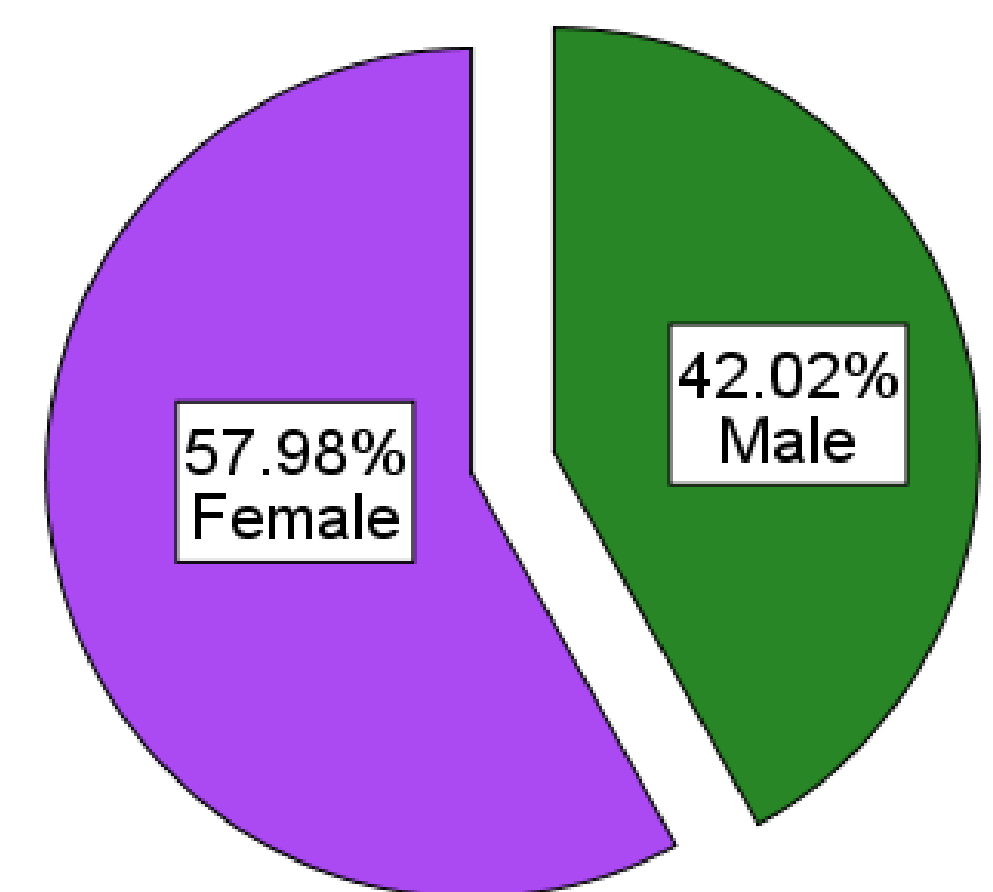


Figure 2: FY Research Participants by Gender

The Same Socio-Economic Background?

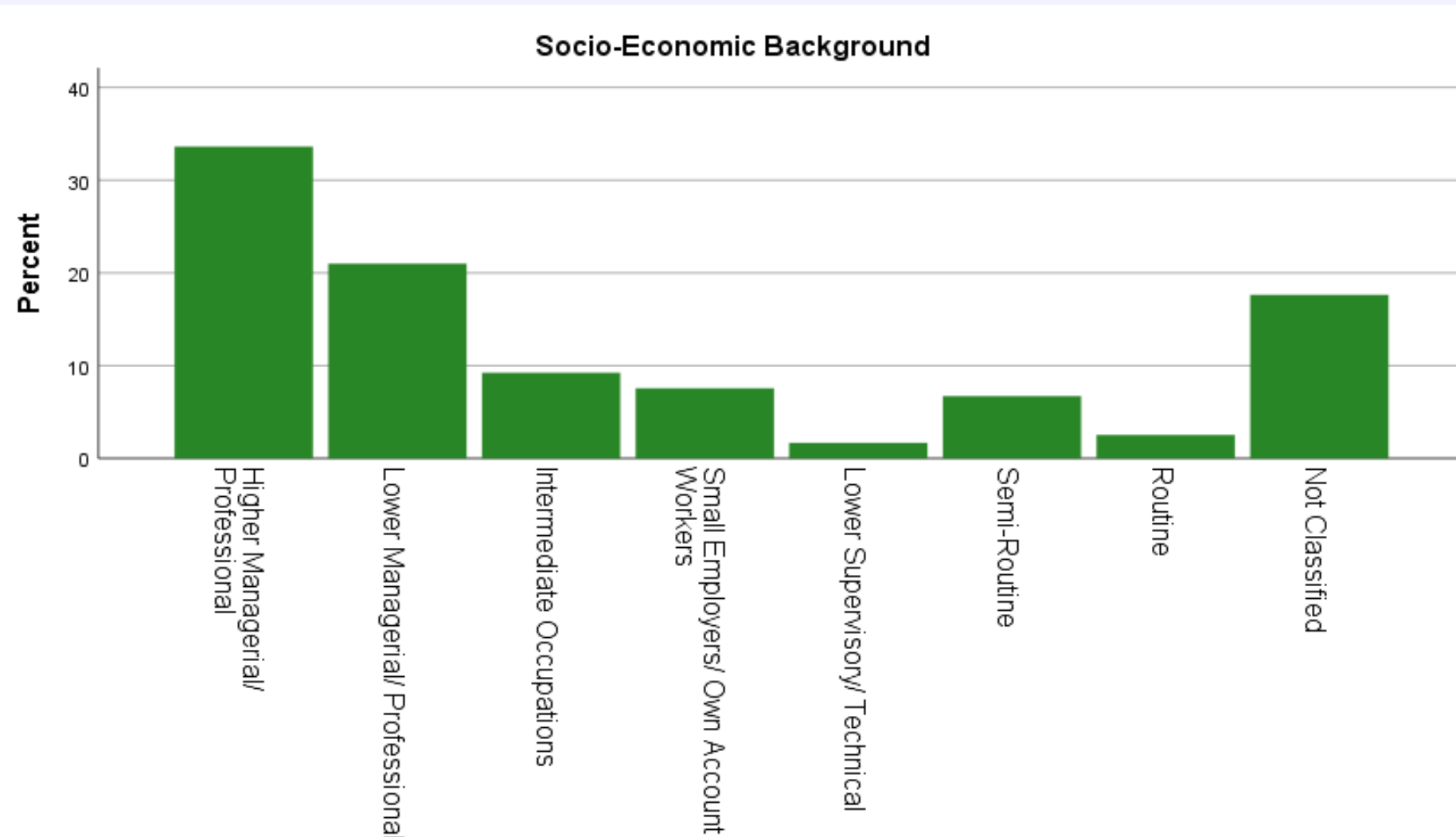


Figure 4: FY Research Participants by Parental Occupation

CSU doesn't publish student socio-economic data, so no direct comparison could be made.

Nationally, 42% of Undergraduates are from the same higher occupational categories as the FY Research Participants (HESA, 2018).



FY Research Participants : Mean UCAS Tariff Points = 177.28 (male) and 151.18 (female).

The effect of health messages on intentions to consume alcohol during the Covid-19 pandemic

Fiona Walker and Richard de Visser

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Background

Health messages have the potential to positively affect intentions to consume less alcohol (Wakefield et al., 2017) but more research into the content and framing of information is required.

Research shows that novelty of information and personal relevance affects the impact of health information (Marteau, 2016).

Methods

This study explored:

- Drinking behaviour during Covid 19 lockdown
- Whether a context-relevant message about alcohol and immunity would be more effective than other alcohol health messages

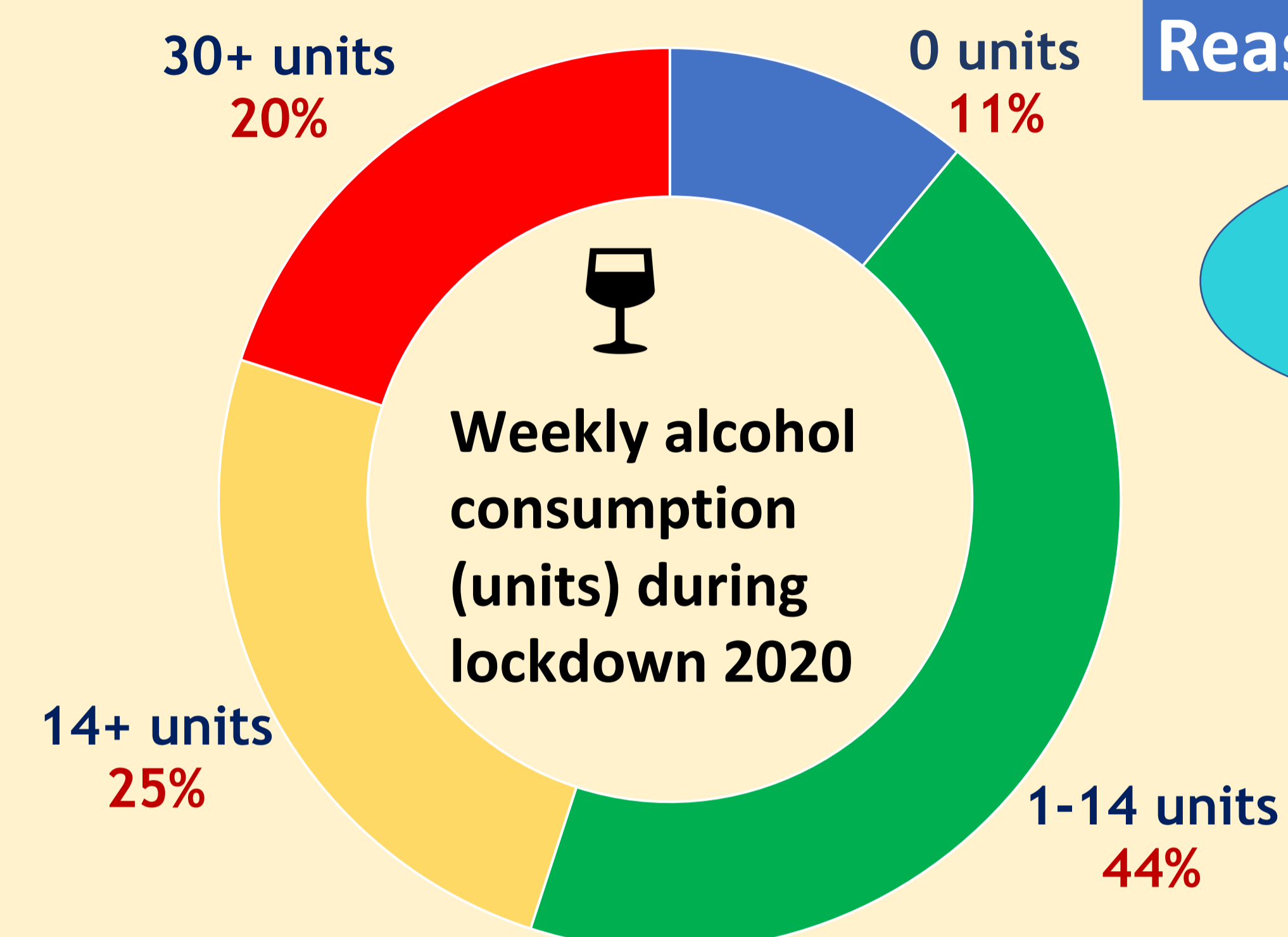
958 participants completed an online questionnaire and were randomly allocated to exposure to one of three messages emphasising the impact of alcohol on:

- The immune system and respiratory health
- Mental Health
- Overall physical health
- A control condition (unit guidelines only)

The impact of messages on levels of concern about alcohol intake, motivation to reduce intake and intention to reduce consumption was assessed using a pre-post ANCOVA.

References

Wakefield MA, Brennan E, Dunstone K, et al. 2017. Features of alcohol harm reduction advertisements that most motivate reduced drinking among adults: an advertisement response study, *BMJ Open* 2017;7:e014193. doi: 10.1136/bmjopen-2016-014193.
Marteau, T. 2016. Will the UK's new alcohol guidelines change hearts, minds—and livers? *BMJ* 2016;352:i704 doi: 10.1136/bmj.i704



Reasons for drinking during lockdown

For pleasure (65%)

To relax (58%)

To de-stress (43%)

To cope (20%)

During Covid-19 lockdown 2020, a message emphasising the impact of alcohol on immunity had a greater effect on motivation to adhere to low-risk drinking guidelines than other messages

“Protect your respiratory system: Drinking less alcohol enables your immune system to function more effectively”

To keep health risks from alcohol to a low level it is safest not to drink more than 14 units a week.

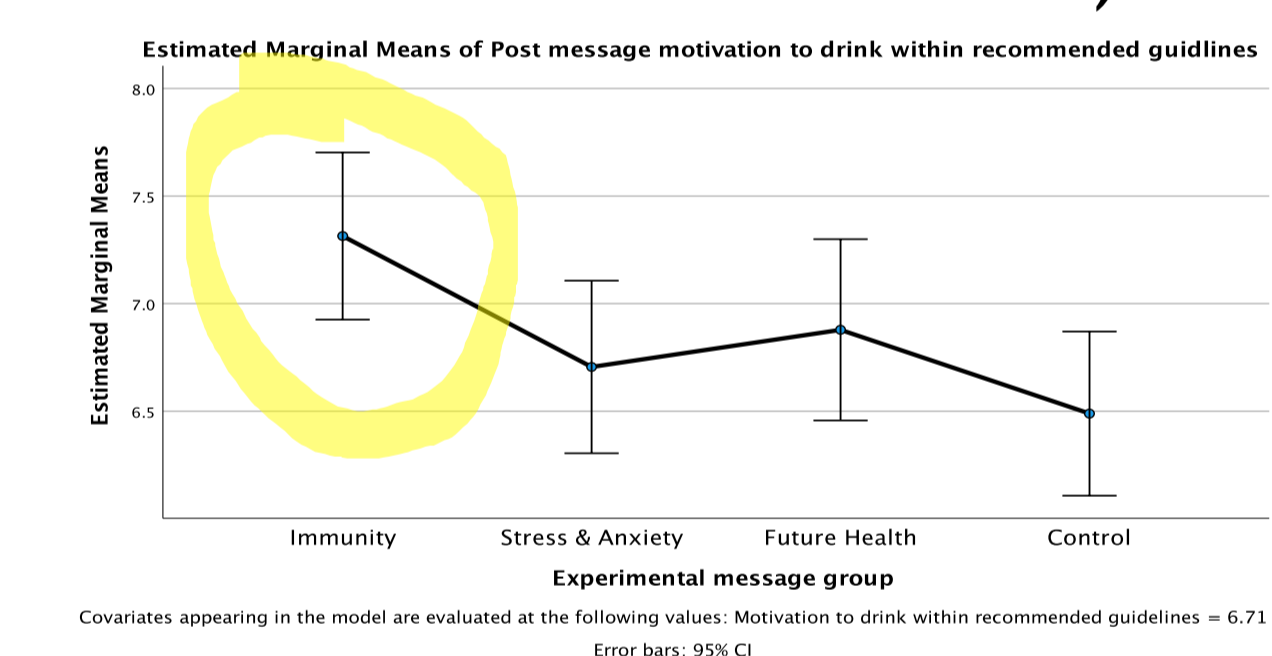
Results

Drinking behaviour

- 18% of participants had an understanding of the UK low-risk drinking guidelines
- 49% said they were drinking more than usual.

Effect of message intervention

There was a significant effect of message group on motivation to consume alcohol: participants in the immunity message group had stronger motivation to adhere to the low-risk guidelines than the control group (after controlling for pre-intervention motivation levels).



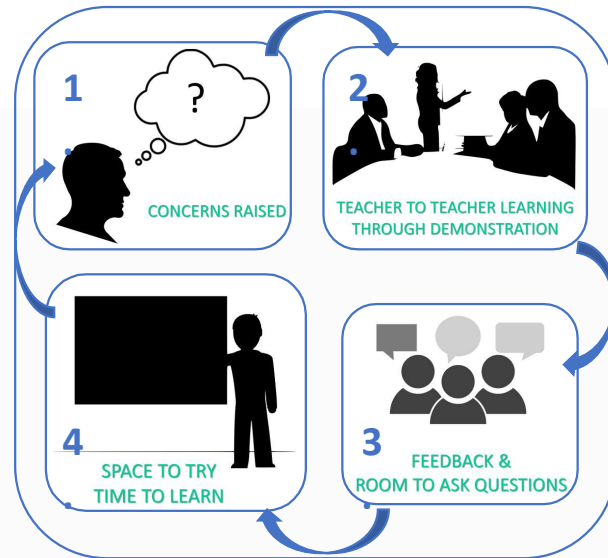
Conclusions

Exposure to the message was brief. Repeated or lengthier exposure to immunity-related alcohol health messages could have an impact on drinking behaviour as well as cognitive precursors to drinking.

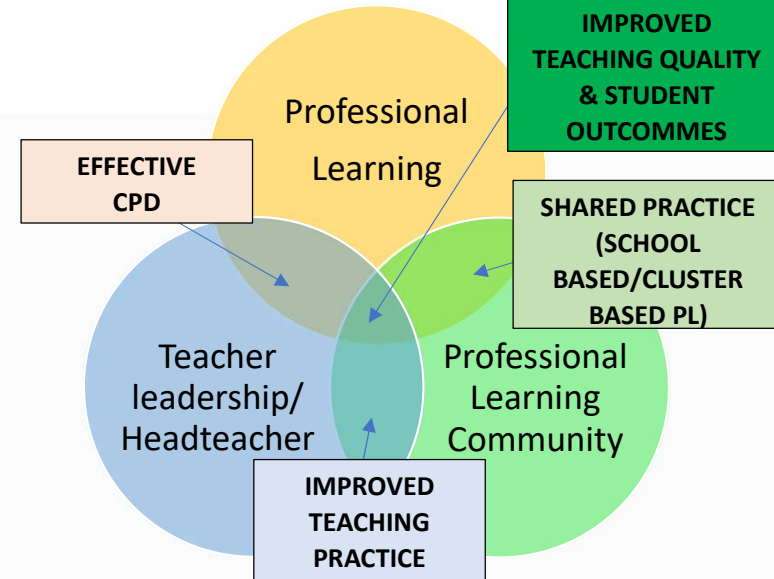
A context-relevant message could be a useful strategy for future alcohol health campaigns and for improving alcohol labelling to encourage people to drink within the recommended guidelines.

Using a community based INSET model from Ghana to develop professional learning among practitioners

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Teacher-Led Professional Learning (TLPL) Cycle
Ghanaian model of teacher-led school-based professional learning (Amonoo-Kuofi, 2019)



Layers of complexity in leading professional learning
(Amonoo-Kuofi, 2021)

Leadership that empowers and equips teacher leaders

School and system support structures that value and facilitate teacher – to – teacher learning

Emphasis on improving student learning (education quality) by a focus on improving TEACHING

Extend PLC growth through network meetings (cluster schools)

“INSETs concern a challenging topic. The follow-up visit tells me whether they understood the INSET based on the lesson notes they give me. They are also aware that it improves their knowledge when it comes to professional learning.” Ekpakpa – HT – Sch BR1

Confident knowledge of good practice leads to improved teaching. (Jones & Gallen, 2016)



Centre for Teaching and Learning Research (CTRLR)



South Asian Women in UK: Acculturation Experiences and Body Image

Background & Research Questions

Skin colour is a key feature of the South Asian appearance ideal

- Fair skin associated with higher caste and marriage prospects (Bakshi & Baker, 2011; Gupta, 2000).

Previous research found:

- Ethnic teasing associated with skin colour dissatisfaction (Pillai & Sündermann, 2011)
- Ethnic teasing associated with body dissatisfaction (Reddy & Crowther, 2007)

No study has established the mediating role of skin colour dissatisfaction in the relationship between ethnic teasing and body dissatisfaction amongst South Asian women in the UK.

RQ1: What is the relationship between ethnic teasing, skin colour dissatisfaction and body dissatisfaction?

Ethnic teasing and cultural identification

Previous research found:

- Perceived discrimination negatively associated with identification with mainstream culture (e.g., Badea et al., 2011)
- Appearance-related ethnic teasing associated with cultural conflict (Reddy & Crowther, 2007)
 - suggests increased identification with mainstream culture, thus creating conflict

Relationship between appearance-related ethnic teasing and cultural identification remains unclear.

RQ2a: What is the relationship between appearance-related ethnic teasing and cultural identification?

Ethnic teasing, cultural identification and skin colour dissatisfaction

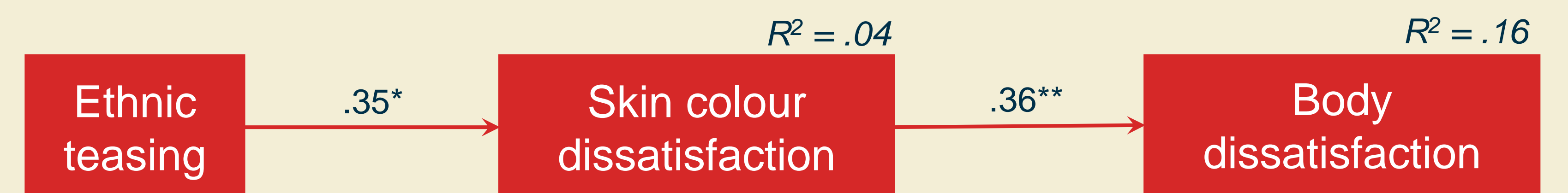
- South Asian (SA) identity → fair skin ideal (Bakshi & Baker, 2011)
- British identity → unattainable (and predominantly White) Western ideal (Azzarito, 2009)
- Integrated identity → positively associated with wellbeing outcomes (Berry & Hou, 2017)

RQ2b: What is the relationship between ethnic teasing, cultural identification (SA identification, British identification, integrated identity) and skin colour dissatisfaction?

No study has examined the relationship between ethnic teasing, cultural identification and skin colour dissatisfaction.

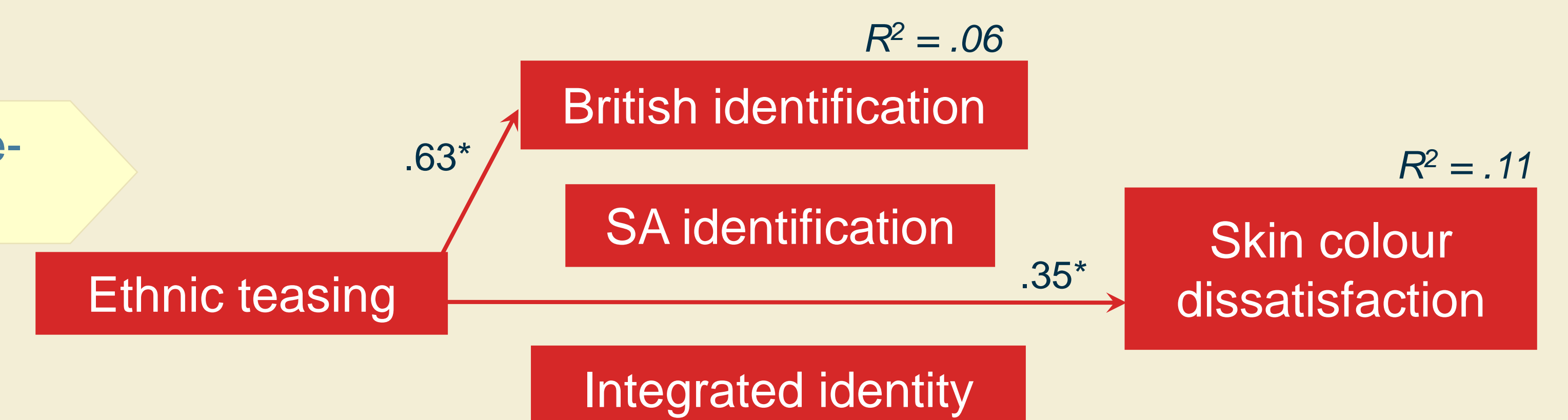
Results

Model 1



- No direct effect between ethnic teasing and body dissatisfaction
- Indirect effect of .13 (95% CI [.003, .27])
- SES associated with body dissatisfaction ($b = -.16$, 95% CI [-.26, -.06])

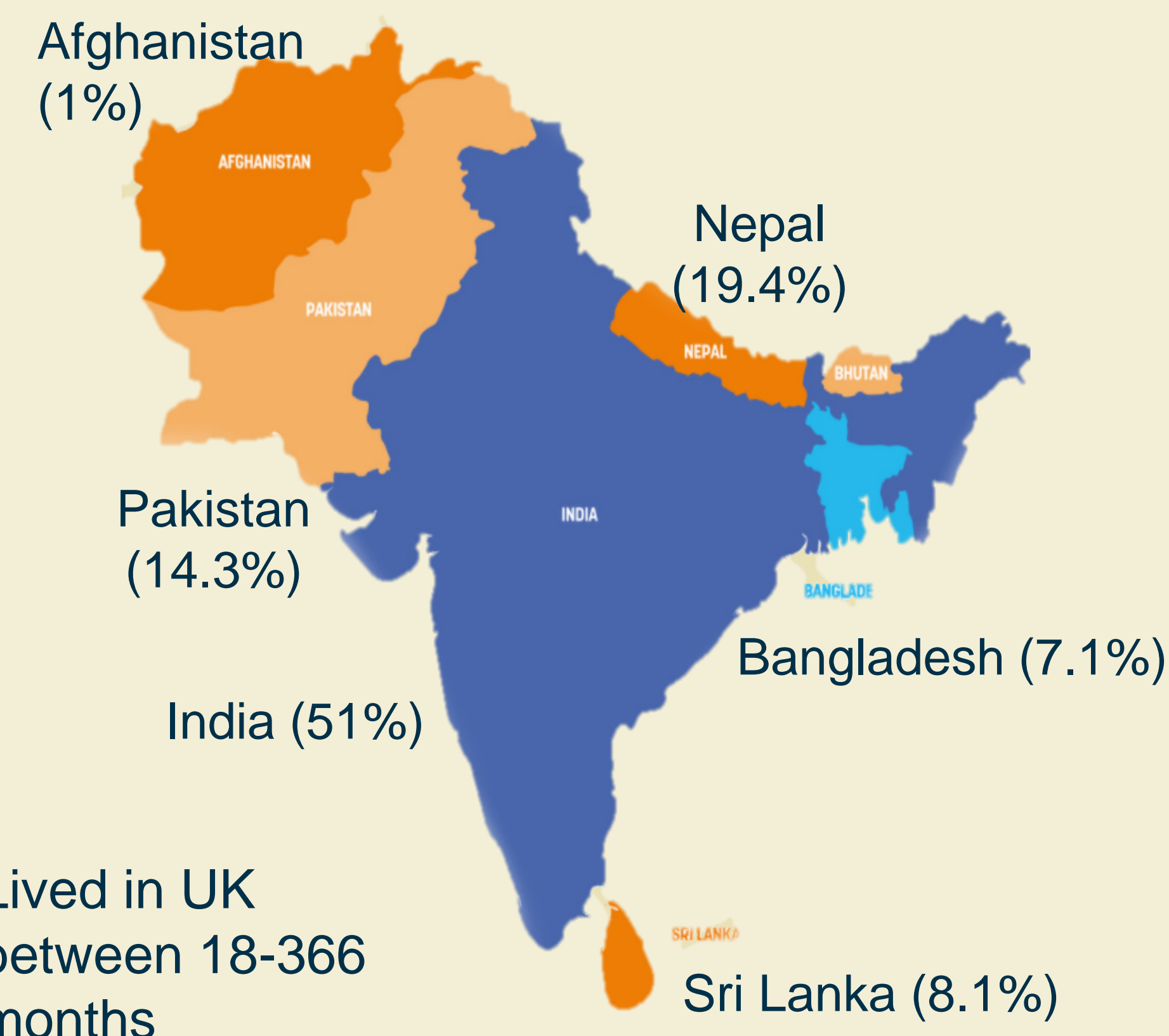
Model 2



- Initial correlations suggest SA identification associated with skin colour dissatisfaction ($r_s = .27$, $p = .01$)
- Effect disappeared when ethnic teasing is controlled for

Method

N = 98 South Asian women in the UK (18-55 years; $M_{age} = 24.54$ years; SES = 1-10, $M_{SES} = 6.47$)



Online questionnaire using:

- Measure of Ethnic Teasing (MET; Reddy & Crowther, 2007; $\alpha = .81$)
 - Coded as '0' = 'Never experienced teasing' and '1' = 'Experienced teasing'
- Single item cultural identification measures for SA identification, British identification and integrated identity.
- Single item skin colour dissatisfaction measure from MET (Reddy & Crowther, 2007)
- Body Satisfaction Scale (Slade et al., 1990; $\alpha = .90$)

Discussion

- Body dissatisfaction due to the associated dissatisfaction with skin colour
 - Accounts for little variance → suggests other contributing factors (e.g., parental pressure; Bakshi & Baker, 2011)
- South Asian women who were teased may adopt British appearance norms to fit in (thus increasing British identification)
- No links between cultural identification and skin colour dissatisfaction
 - May not be linked directly but possibly through internalisation.

Limitations

- Ethnic teasing (continuous scale) coded as categorical variable
- Only looked at identification part of acculturation (*versus immersion*)
- Did not control for marriage prospects, length of residence

Directions for future research

- Does internalisation of cultural ideals link cultural identification and skin colour dissatisfaction?
- What other acculturation experiences affect women's body image?
 - E.g., cultural immersion, cultural conflict.

References

Azzarito, L. (2009). The Panopticon of physical education: Pretty, active and ideally white. *Physical Education and Sport Pedagogy*, 14(1), 19–39. <https://doi.org/10.1080/17408980701712106>

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Reddy, S. D., & Crowther, J. H. (2007). Teasing, acculturation, and cultural conflict: Psychosocial correlates of body image and eating attitudes among South Asian women. *Cultural Diversity and Ethnic Minority Psychology*, 13(1), 45–53. <https://doi.org/10.1037/1099-9809.13.1.45>

Slade, P. D., Dewey, M. E., Newton, T., Brodie, D., & Kiemle, G. (1990). Development and preliminary validation of the body satisfaction scale (BSS). *Psychology & Health*, 4(3), 213–220. <https://doi.org/10.1080/08870449008400391>

What role does context play when family businesses invest abroad?

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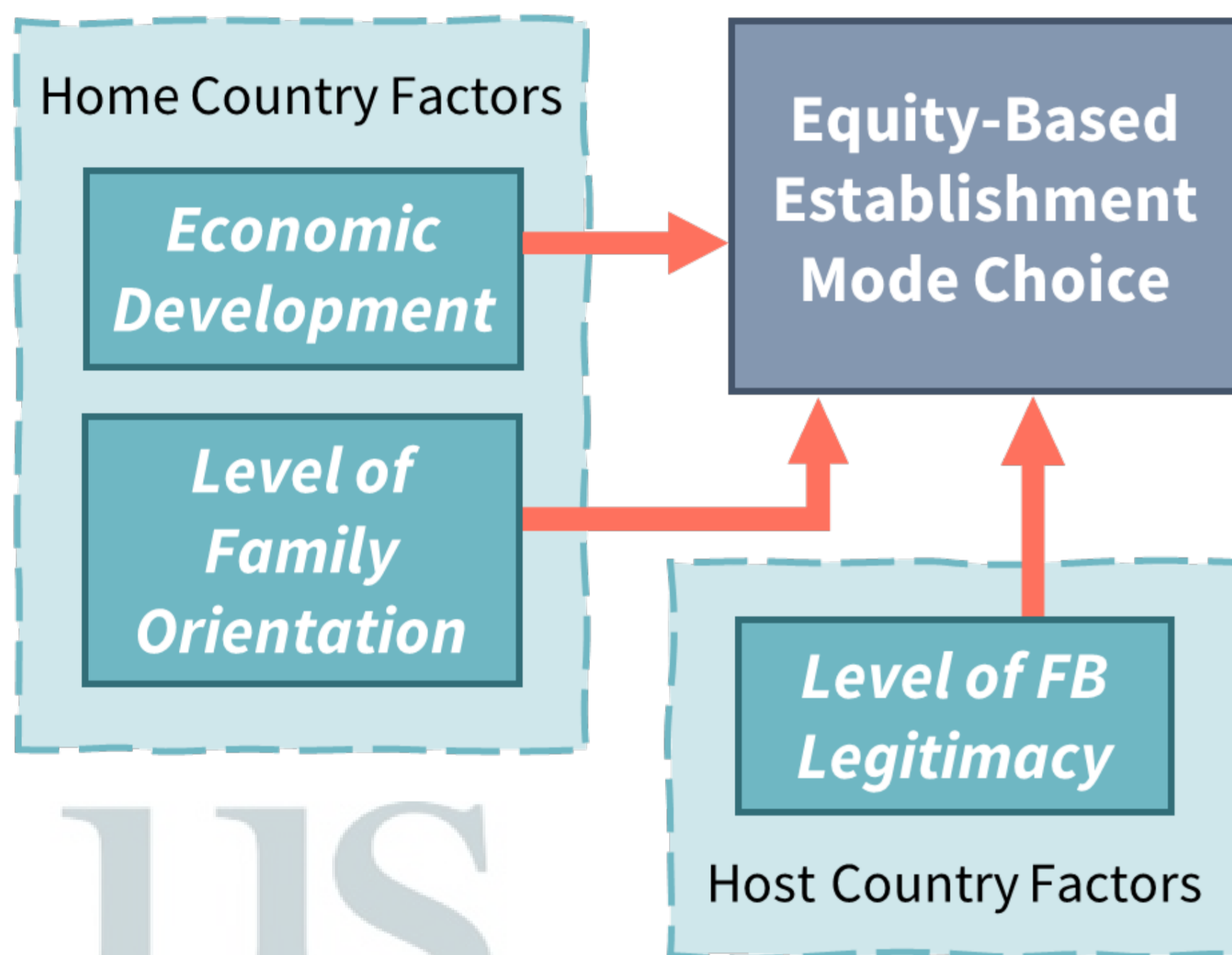
Supervisors: Dr. Palitha Konara
Dr. Yong Yang

Introduction

Family firms have been found to prefer entering new countries through high-control methods when compared to non-family firms. Most commonly, when investing abroad, they select to set up new ventures rather than acquire an already established firm in the host country. This is attributed to socioemotional wealth (SEW): the non-rational, emotional endowment held in the firm. SEW is often present through the family's emotional attachment to, control of, and shared identity with the firm (Berrone et al., 2012). In general, the family will develop strategies to preserve this regardless of financial cost (Gómez-Mejía et al., 2007). However, due to the affective nature of SEW, the level of priority protecting SEW will vary across family firms which I argue is partially shaped by context.

Methods

Several firm logit regressions were run on a sample of 1,140 cross-border deals by 208 family firms. Relevant information on the sample was gathered from secondary sources.



Results

1. Family firms are less likely to acquire a foreign subsidiary rather than set one up as a new greenfield venture if they set up the subsidiary in a country that more strongly perceives family firms as legitimate.
2. Family firms are more likely to own their new subsidiary in full rather than share ownership with another firm if they either originate from an emerging economy or a country that prioritises family values more strongly.
3. Family firms are more likely to set up a fully-owned new venture abroad through a greenfield project relative to all other choices if they meet any of the aforementioned home or host country characteristics.

Firth Logit Regressions on Equity-Level & Establishment Mode Choice

	1. Establishment Mode	2. Equity-Level	3. Both
EMNE ¹	-0.336 (0.396)	0.842** (0.411)	0.777** (0.323)
Home Country 'Familianness'	0.279 (0.218)	0.676*** (0.241)	0.395** (0.183)
Host Country FB Legitimacy	-2.724*** (0.560)	-0.826 (0.688)	2.084*** (0.493)
Controls included	Yes	Yes	Yes
Log likelihood	-232.8	-165.8	-298.4
Obs	1,150	1,140	1,140

Standard errors in parentheses; *** $p < 0.01$, ** $p < 0.05$, * $p < 0.10$

¹Emerging Multinational (i.e., family firms from emerging economies)

Discussion

My results support previous findings that family firms prefer to maintain control and protect their accumulated SEW by setting up new ventures where they retain full ownership when expanding abroad. However, my results expand on this support to suggest that firms are more family-oriented within contexts that prioritise the family, such as a country with high levels of 'familianness' embedded in its culture. Therefore, further research is needed to understand what other factors may influence family orientation in business strategy to finally veer away from dichotomising family firms.

All family firms do not behave or prioritise the preservation of socioemotional wealth in the same way but are influenced by their context to differing degrees.

ZOINKS! STATISTICS ANXIETY AND MATHS ANXIETY WERE THE SAME ALL ALONG!

Background/Aim: Previous research indicates that the ubiquitously used measure of statistics anxiety, the STARS (Cruise et al. 1985) measures something distinct from maths anxiety measures (e.g. Paechter et al., 2017) but the reported differences are not based upon robust research. We re-evaluated the constructs' uniqueness in three novel ways. No directional predictions were made.

Design: Online study with self-report questionnaires (statistics anxiety, maths anxiety, trait anxiety, pre-manipulation state anxiety) followed by a between-participants experimental manipulation (MCQ test: statistics or maths) and a post-manipulation state anxiety questionnaire.

Participants: $N = 465$ undergraduate psychology students (age: $M = 20.5$, $SD = 2.8$; gender identity: 79% female, 19% male, 0.65% non-binary).

Analysis: Three pre-registered analyses were conducted:

- 1) Exploratory factor analysis of the statistics anxiety (STARS; Cruise et al, 1985) and maths anxiety (R-MARS; Baloglu & Zelhart, 2007) scales combined. If resulting factors contain items from both scales, it suggests they are indicators of a construct common to both measures.
- 2) Latent profile analysis to test whether individuals report high levels of statistics anxiety but low maths anxiety and vice-versa. If such profiles do not exist, it suggests statistics anxiety and maths anxiety might not exist independently so could be the same.
- 3) Multi-level three-way interaction models to test specificity in the constructs' predictive validity. That is, whether state anxiety rises for statistics-anxious students that take a statistics test but not a maths test, and vice-versa for maths-anxious students (adjusting for trait anxiety).

Results/Conclusion: Findings are summarised to the right. They each support the conclusion that statistics anxiety and maths anxiety are not separate constructs and we have unearthed a 'jangle fallacy' (i.e. two measures treated as unique are actually the same; Kelley, 1927). Consequently, the separate literatures should be combined, expediting research progress. Further, researchers should no longer include both measures in studies to avoid statistical anomalies.

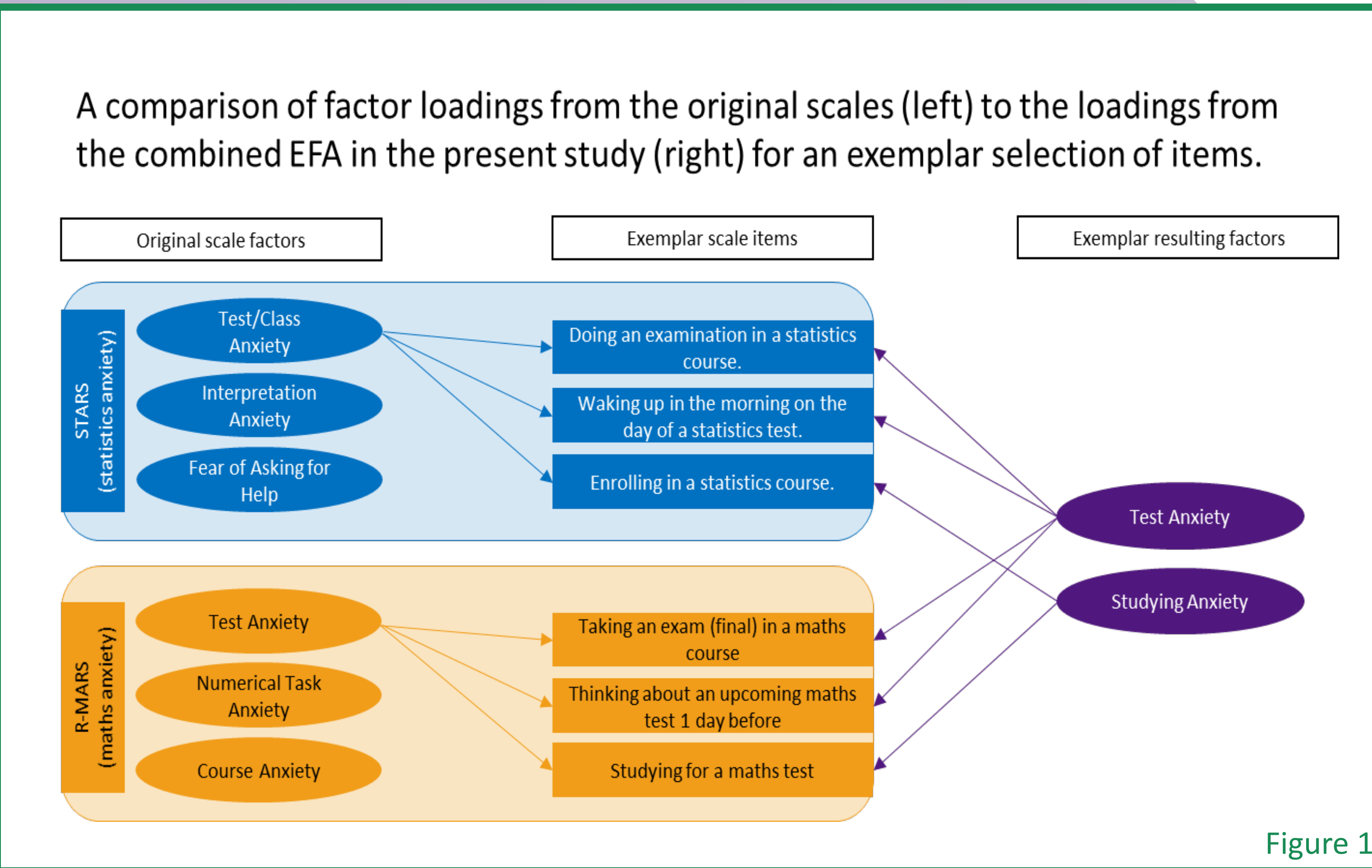


Figure 1

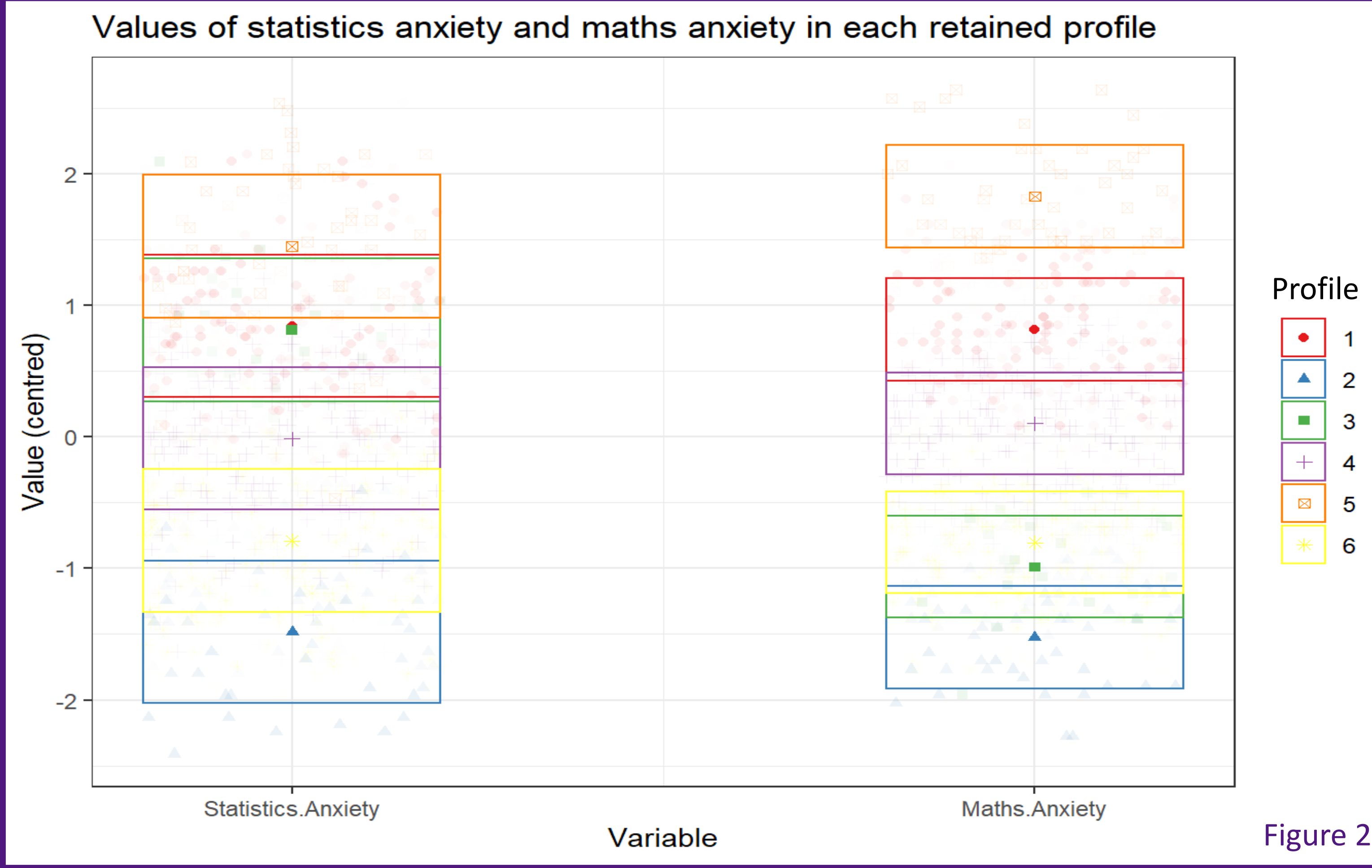


Figure 2

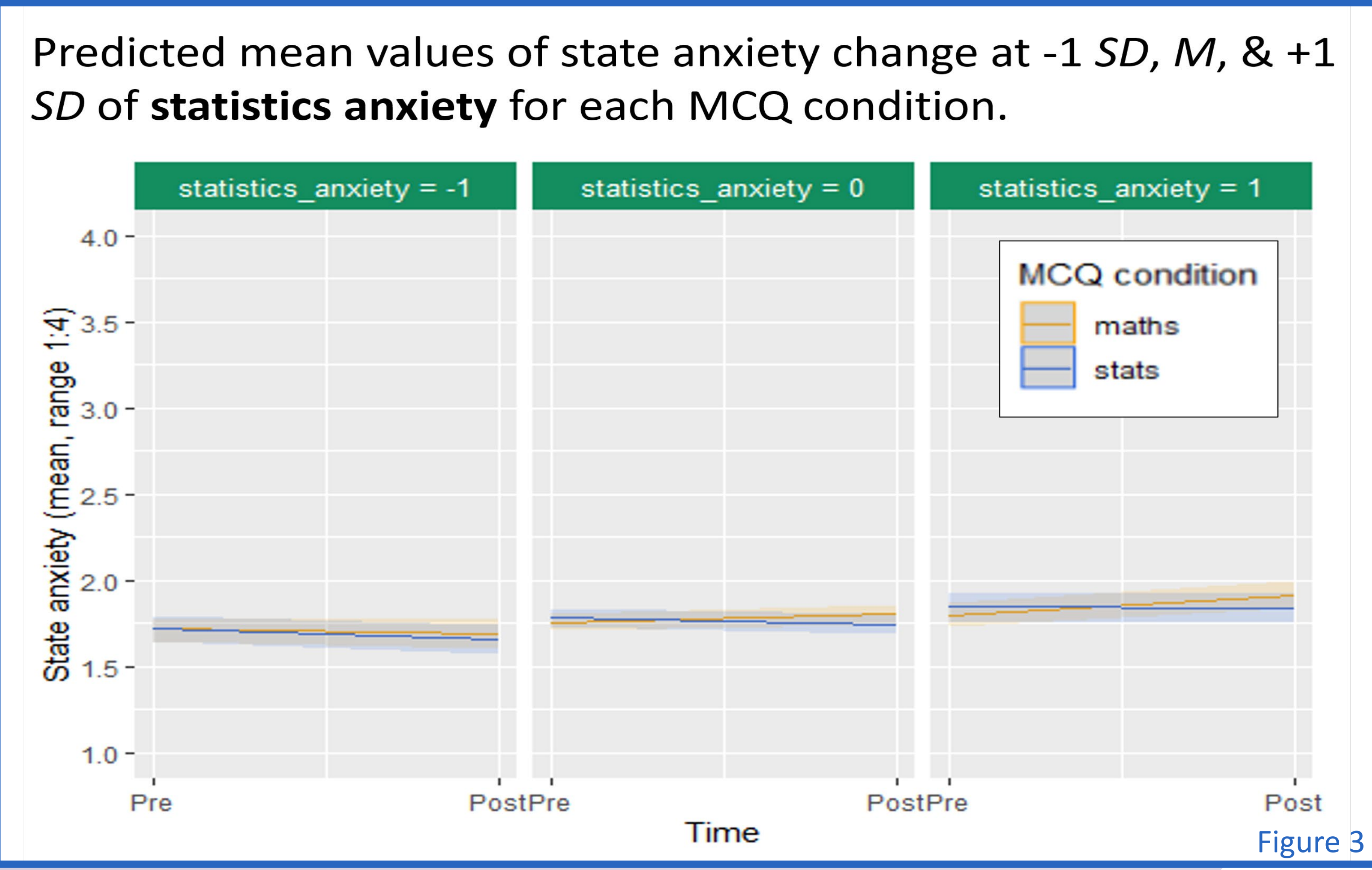
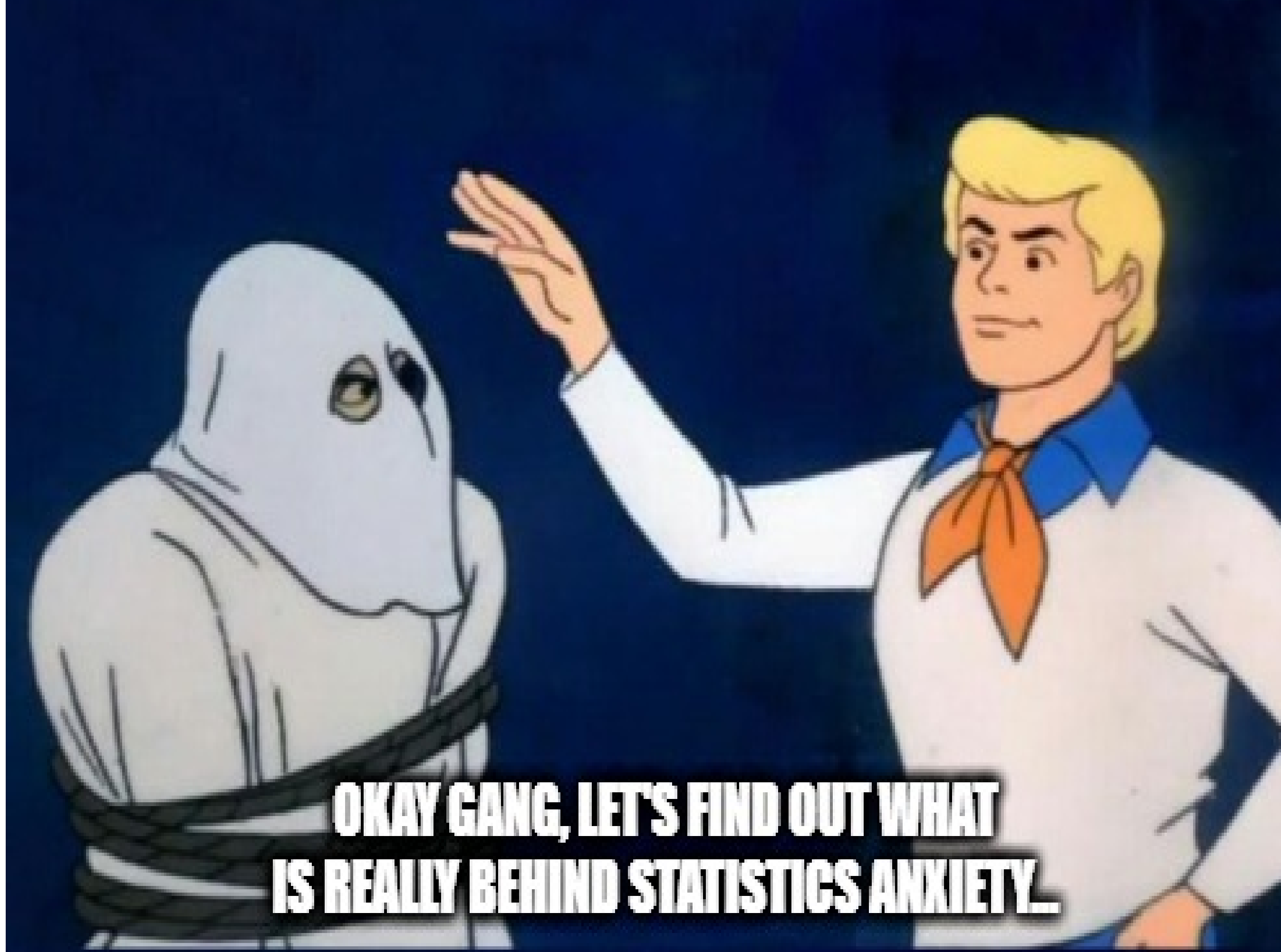


Figure 3

Exploratory factor analysis resulted in factors driven by a shared underlying construct. For example, Figure 1 shows that items from the test anxiety subscales of both the statistics anxiety and maths anxiety measures loaded onto a single test anxiety factor. This pattern was repeated for other items and subscales, revealing additional factors seemingly driven by anxiety about academic activities (e.g. tests, studying, feedback) and not the subject being studied (i.e. statistics or maths). This suggests that the measures are not tapping anything unique to the other.

Latent profile analysis indicated 96.6% ($N = 449$) of participants had similar ratings on both the maths anxiety and statistics anxiety scales (Figure 2). Only profile 3 (green) deviated, whereby individuals had high statistics anxiety and low maths anxiety. No profiles contained individuals meaningfully higher in maths anxiety. This pattern suggests it is very unusual for an individual to report having statistics anxiety independently of maths anxiety or vice-versa, indicating they do not develop independently and thus may be the same construct.

The two multi-level models showed state anxiety changes did not vary by MCQ type for either statistics-anxious, $\gamma = -0.04$, $p = 0.29$, 95% CI [-0.11, 0.034], or maths-anxious individuals, $\gamma = -0.02$, $p = 0.51$, 95% CI [-0.10, 0.05]. Furthermore, state anxiety change was similar for statistics-anxious (Figure 3) and maths-anxious (not shown) individuals in each MCQ condition. Therefore, the constructs showed no specificity in their predictive validity, indicative of a shared underlying construct.



SCHOOL ATTENDANCE PROBLEMS DURING COVID-19

In West Sussex, East Sussex, and Brighton and Hove

Created by Brontë McDonald, Supervised By Dr. Daniel Michelson, Dr. Kathryn Lester

INTRODUCTION

- School attendance problems (SAPs) refer to different types of absences from school that are considered to have problematic outcomes for children.
- The onset of SAPs is likely to occur in primary school [1] and, although the importance of early intervention has been evidence in mitigating the negative outcomes, there is yet to be a focus on support for primary school-aged children in the UK [1].
- Furthermore, Covid-19 pandemic significantly disrupted the educational lives of children across the world and attendance rates are considerably lower than previous years [2].

METHODOLOGY

Method

Online qualitative survey shared on social media and through professional contacts.

Participants

- 29 parents of primary school children experiencing SAP
- 19 educational professionals (EPs) who work with primary school children experiencing SAP.

Our sample was limited to the Sussex area.

Analysis

Thematic analysis with a focus on answering the research questions.

OBJECTIVE

This study aimed to provide a foundational understanding of the primary school-aged children's experience of SAP during the Covid-19 pandemic.

Specifically the research questions were;

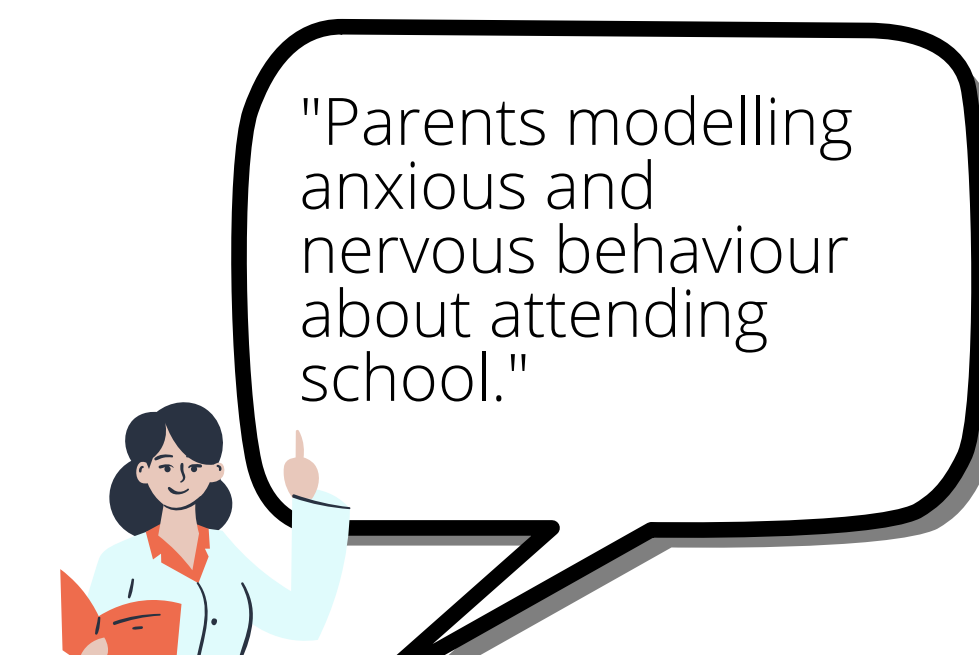
What are the factors associated with SAP?

What was the support provided to children and families?

What additional support would be helpful for the children and their families?

RESULTS

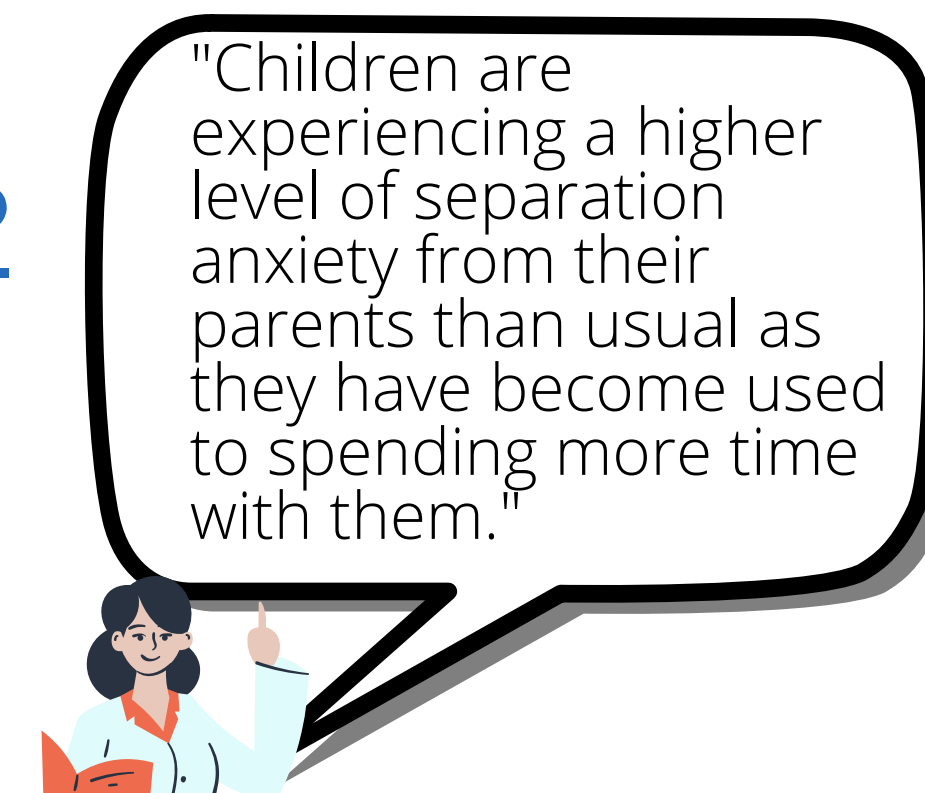
Contributors of SAP



"Parents modelling anxious and nervous behaviour about attending school."

Uncertainty about the safety of school (Covid-19)

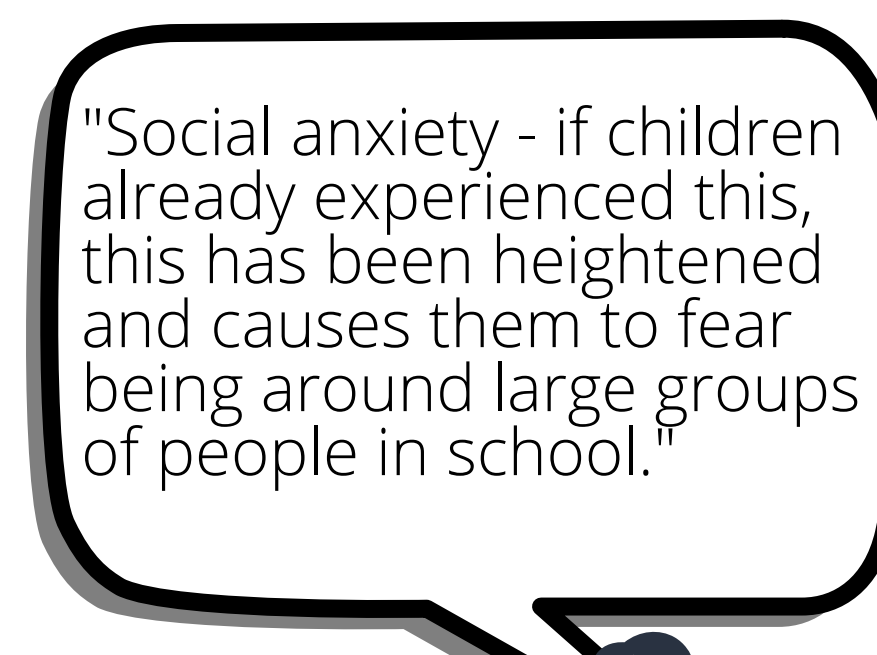
Some of the parents reported that their child felt uncertain about the safety of schools. This was not reported by the EPs, but they did report parents anxiety about the safety of school



"Children are experiencing a higher level of separation anxiety from their parents than usual as they have become used to spending more time with them."

Separation anxiety between child and parent

After spending lockdown together, children and parents are experiencing higher levels of anxiety about being apart.



"Social anxiety - if children already experienced this, this has been heightened and causes them to fear being around large groups of people in school."

pre-existing anxieties being exacerbated

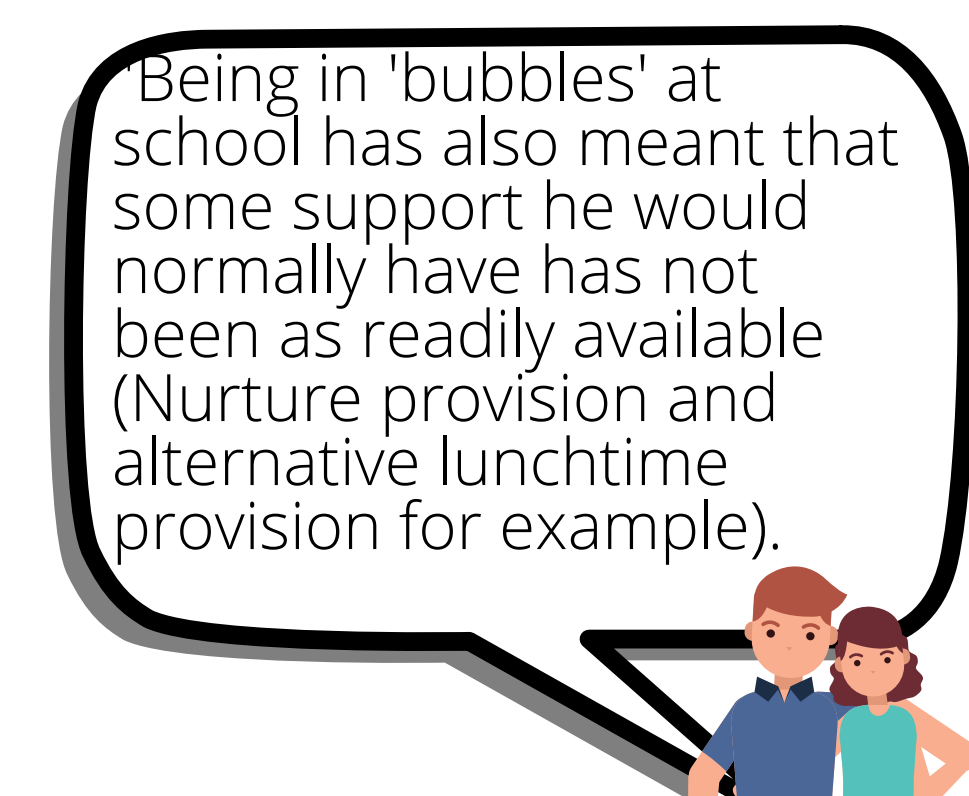
Some parents reported that their child was sometimes anxious about school, however, since the lockdowns, have found that their child's anxieties are heightened. EPs support this and highlight social anxiety as being particularly heightened.



"Her autism obviously has played a part as home is her safe place, and the lockdowns enabled her to stay in her safe place without having to leave. Her whole family was at home and that, for her, was the perfect life."

Day to day school life is a challenge

Both parents and EPs explained that children with SEN find the school environment challenging (e.g. noise levels) and social situations exhausting. Some of these children reported preferring learning from home.



"Being in 'bubbles' at school has also meant that some support he would normally have has not been as readily available (Nurture provision and alternative lunchtime provision for example)."

Schools unable to accommodate SEN needs.

Some parents reported that schools are unable to support their child's SEN. The covid-19 regulations have exacerbated this with some helpful accommodations now being prohibited.

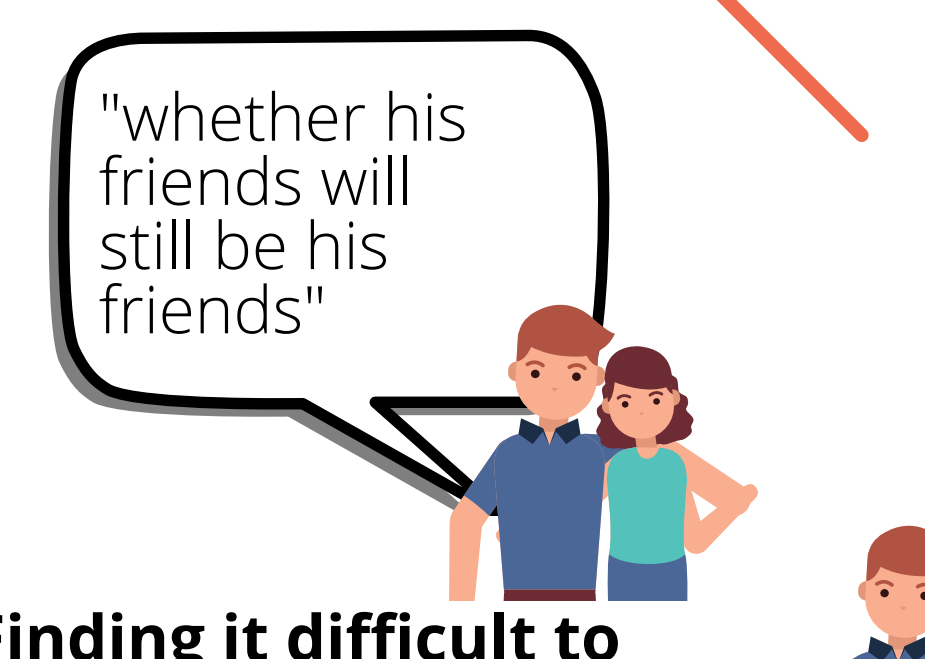
Anxiety



"His worries about being behind compared to his peer group"

Worry about catching up on learning

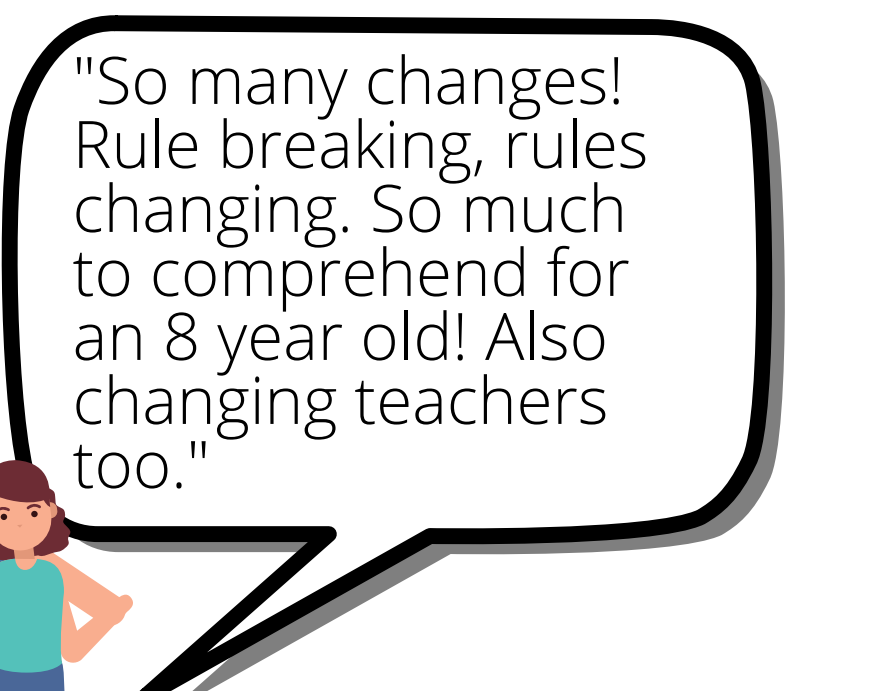
Both EPs and parents reported that children with SAP were worried about catching up with learning after lockdown. This is particularly prevalent for children from low-income families as lack of resources may have inhibited their home learning.



"whether his friends will still be his friends"

Finding it difficult to reconnect with friends

Both EPs and parents reported that children were worried about building friendships. Younger children seem to be finding this particularly difficult

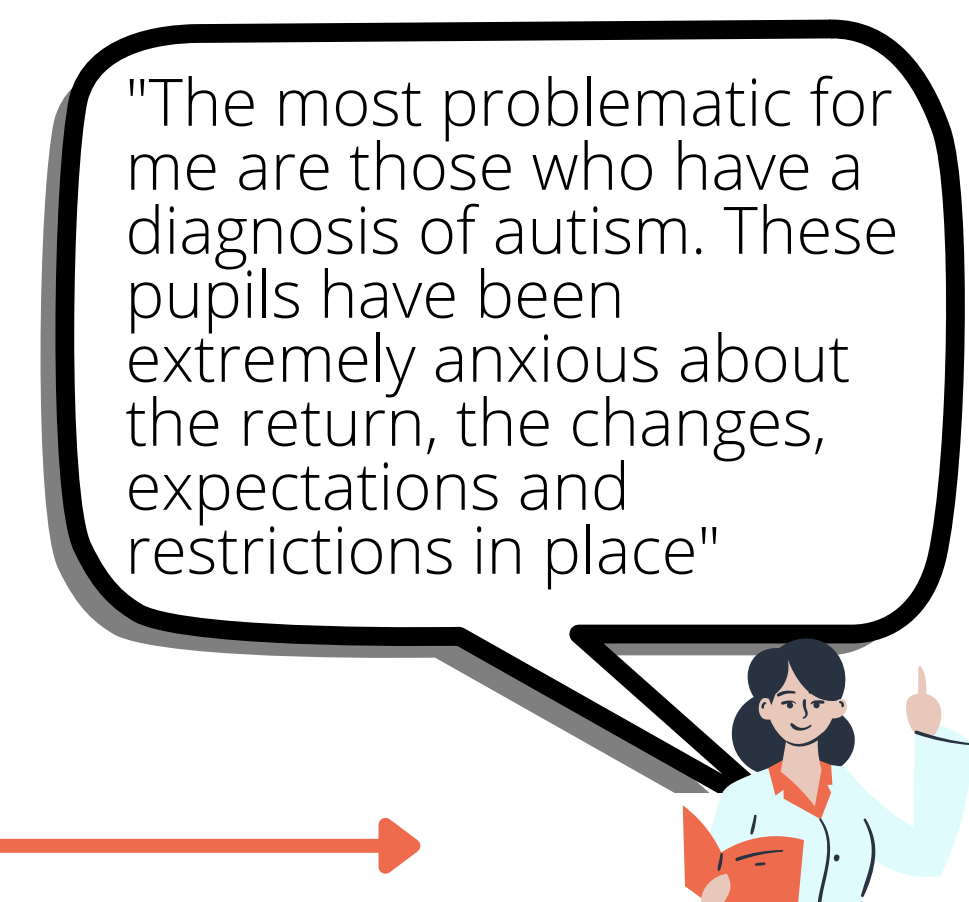


"So many changes! Rule breaking, rules changing. So much to comprehend for an 8 year old! Also changing teachers too."

Changes Covid-19 has had on school life

Both groups reported that children were finding the new routines and rules (due to covid-19) overwhelming and worried about 'getting it wrong'

Special Educational Needs (SEN)



"The most problematic for me are those who have a diagnosis of autism. These pupils have been extremely anxious about the return, the changes, expectations and restrictions in place"

Children more anxious about Covid-19 changes to school

Many EPs highlighted children with SEN as being most affected by the changes Covid-19 has had on school and how this had led to heightened anxiety. This was supported by the parents of these children being more likely to report anxiety about Covid-19 regulations than other parents.

Support for SAP

Helpful experiences of support for SAP

Flexibility and accommodations from schools

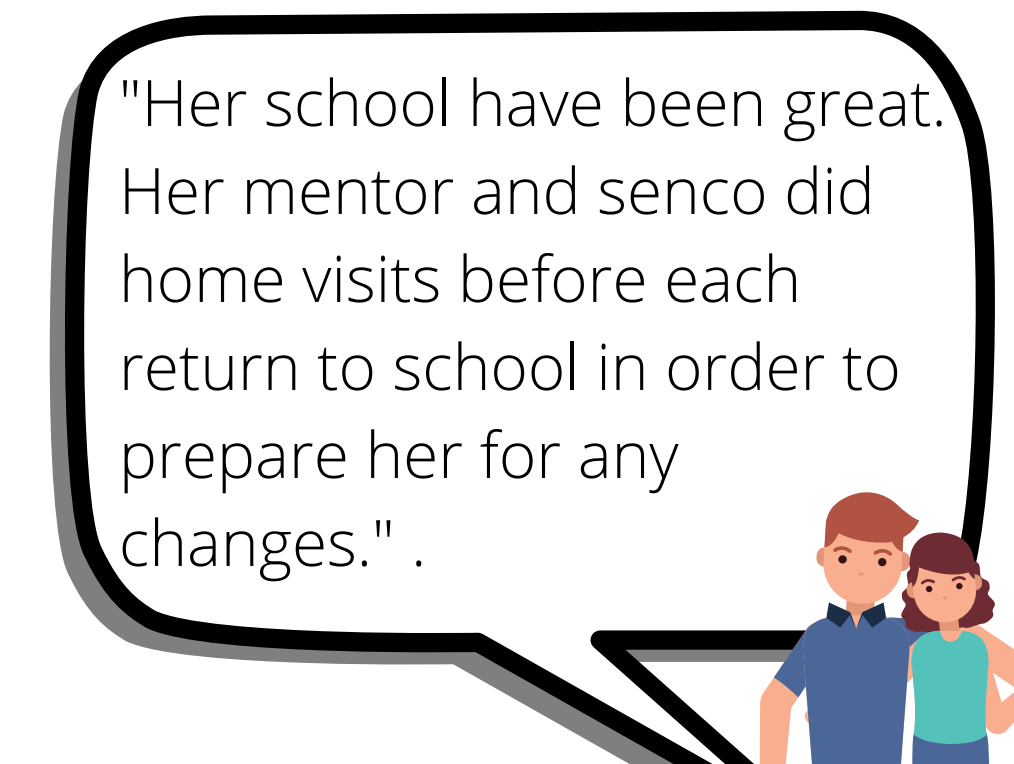
Schools have offered a flexible timetable and some accommodations for children during the school day. This has been particularly important for children with SEN.

Schools and Home collaborating together

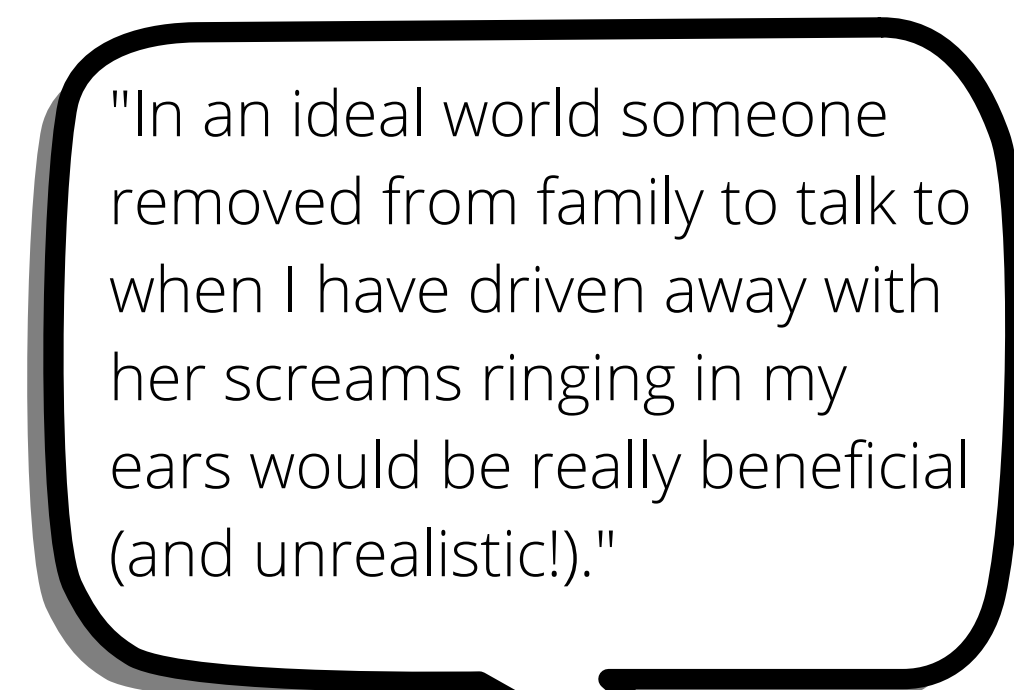
E.P reported the effectiveness of building connections with home through home visits and phone calls. Parents, who had experienced this, were very positive about this collaboration, however, parents also reported that this could be further improved by having one adult connection who knows and understands their child.

Children's wellbeing a priority

EPs shared that schools with less SAP or more successes in transitioning children back to school after lockdown, were those who prioritised children's wellbeing. Nevertheless, some parents reported that more guidance and support is needed for their child's anxieties



"Her school have been great. Her mentor and senco did home visits before each return to school in order to prepare her for any changes."



"In an ideal world someone removed from family to talk to when I have driven away with her screams ringing in my ears would be really beneficial (and unrealistic!)."

Next steps for support

Little or no support

Most parents reported having no support and also being unsure where they can get the support. EPs reported support that wasn't mentioned by the parents. Further research is needed to explore the reasons for this disparity.

Supporting parents well-being

There was evidence of high-anxiety from parents. EPs suggest that this could be affecting children's SAP. Both groups suggested that it would be helpful for parents to be provided support for their own well-being, as well as support for their own child's anxieties.

Training and understanding of SEN

Many parents felt that school and staff had little understanding of their child's SEN and it would greatly help SAPs as appropriate accommodations and resources could be implemented.

CONCLUSION

- Two higher order themes were identified from the surveys. Firstly, "The contributors of SAP" illustrate how Covid-19 is affecting children's school attendance, particularly by causing or exacerbating worries and anxieties. This includes anxieties about Covid-19 rules and regulations, the safety of schools, academic progress, friendships and being apart from parents. It also highlights how children with SEN are particularly vulnerable to SAP and what factors contribute to his.
- Secondly, "Experiences of support for SAP" illustrate the importance of school and home collaborating and the need to prioritise children and parent well-being. It is important to note that many parents reported having no or little support and other support that was mentioned by EPs was not experienced by the parents in this survey.

RELEVANT LITERATURE

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“They said you would fail but I succeeded, and I succeeded again!”:

Discourse Analysis of a specially-abled Woman Entrepreneur in India

Research Question: “What are the strategies used by female entrepreneurs in emerging economies to overcome institutional voids?”

GENDER EQUALITY
&
EQUALITY OF
OPPORTUNITY



Motivation and Theoretical Background

- The UN-SDGs ‘Equality of opportunity’ and ‘Gender equality’ are close to my agenda of exploring how entrepreneurs create or achieve them.
- This study interestingly explores the utility of for looking at individual strategies and entrepreneurial story-telling.
- I want to connect to the narrative of creating an Equal Society - equality of opportunities and growth! I want to use this story - how a Woman Entrepreneur uses 'storytelling' i.e. crafts her story of success for the world to know.
- This includes her hardships of being a physically challenged woman in a developing country (India) and still doing a PhD, and creating multiple successful businesses. Also, these businesses cater to the physically challenged

Research Method and Data

The method used for my analysis is Discourse Analysis, particularly using Precoding of the Discourse

Directed Content analysis draws from the existing literature and use the pre-existing nomenclature - codes, “concepts” provided by scholars in this field because I am challenging and thus extending their theoretical framework

Online URLs –

- Newspapers articles published,
- General entrepreneurial social media stories etc.

Videos on YouTube

- Dr. Anita’s journalist interviews
- Her Vlogs (video blogs) and website for both her ventures “Drive On My Own” and “Inkpothub”
- Interview of Dr. Anita Sharma



Preliminary Analysis: Word Map

Swati Bhargava | PhD Student, Management |
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Background

- In 2nd language learning, there is evidence has shown that using gestures increases learning achievement related to vocabulary acquisition.
- Several studies investigated the use of digital gesture interaction to support embodied learning for language learning.

Gap

Limited research examining the effect of enactment using digital gestures in vocabulary acquisition for children.

Research questions

In a vocabulary gestures game, does acting out words lead to a better learning outcome when learning English?

Methodology

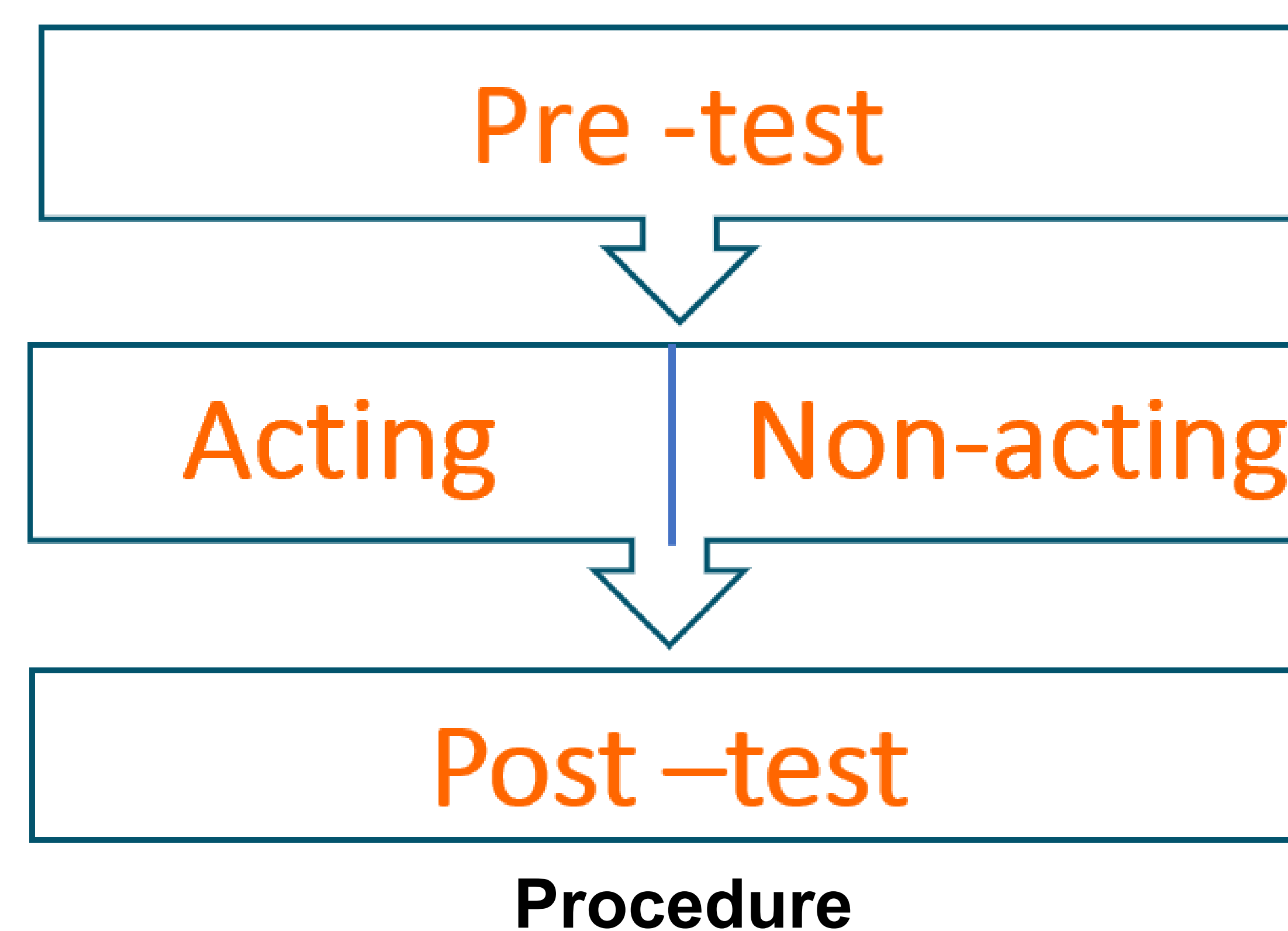
- Between-subjects design
- 32 participants, ages 6–11
- Vocabulary pre-test and post-test

System

A vocabulary game was developed to capture children's gestures when interacting with a TV screen using a Kinect device.

Game concept

In the game, a virtual teacher teaches the child 8 verbs, either by acting out the word (acting game) or by providing a visual representation of the word (non-acting game).



Results

A statistically significant difference in the mean learning gain score between groups, $t(30) = 2.046$, $p = 0.04$. using an independent-samples t-test.

Conclusion

- In this study, enactment had a positive effect on learning words, which is supported by the embodied learning theory.
- Further investigation is needed to determine whether 3D animation affects child learning gain.



"I am adopted, it's not a big deal...but it's a big deal for others"

Illuminating adoptive family practices in India: A pioneer research!

1. INTRODUCTION

Every year more than 3500 children are adopted in India by Indian parents. To date more than 30,000 prospective adoptive parents are on the waitlist to adopt a child. The surge is very unusual in the history of India's adoption practice. However, not much is known about how adoptive family lives are being practiced in the changing socio-legal circumstances following a 'closed model' approach, in which there is no contact between adoptive parents and birth parents.

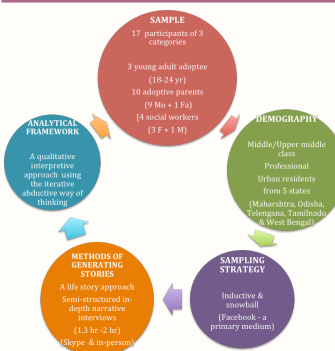
This novel qualitative research aims to explore the silence and illuminate the ways adopted people and adoptive parents are thinking, talking, and practicing adoptive family lives in India.

2. RESEARCH QUESTIONS

How are adoptive families in contemporary India practicing family lives?

- What familial and social factors and processes contribute to the way people practice their adoptive family lives?
- What are the implications of shifting adoption policy narratives for the practice of adoptive family lives?

3. METHODOLOGY



- An inductive sampling process allows flexibility to include participants who originally were not specified in the study design (Guest et al. 2017)
- A life story approach provides opportunity to gain insight into why some stories are told and not others (Wong and Breheny, 2018)

4. DATA ANALYSIS

- A narrative analysis process was employed to analyse the content of the data and the process through which the data was created (Reissman and Quinney, 2005)
- The data analysis was informed by the notion of abduction. Abduction was helpful in a new research field in India where there was no established language to analyse data through (Awuzie and McDermott, 2017)

PRESENTED BY

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5. KEY FINDINGS

In a new field of research in child welfare in India (adoption) a narrative thematic analytical framework is shown to generate vital findings for the research and practice field. The findings are that:

- Performing/ displaying adoptive family lives in new times in India is hard work - mentally and emotionally taxing, procedurally exhaustive, which could not be done through following a structured template

When I shared about my adoptive status with my colleagues, they were so terrified. I mean, I'm adopted. It's not a big deal. But they were like NO, NO... it can't be true.
(Nisha, an adoptee)

- Adoptive families challenge the cultural complexities and social fabric of Indian society based on caste, class, religion and gender – fundamental to formation of family through marriage and birth. They work hard with a sense of inherent ambivalence to establish their family against the conventional model of what is right, proper and desirable

When my daughter came home, I could see some of my relatives were holding back a little. Not being as warm as they might have been, if I had a biological child.
(Malini, an adoptive mother)

- Adoptees and adoptive parents negotiate the complexities and adopt customized strategies to display their adoptive family lives and gaining social recognition as a 'family'

I am very judgmental when meet a person. I try to scan them and understand if they are being more accepted of my adoptive status. Otherwise I don't share.
(Seema, an adoptee)

6. IMPLICATIONS

- Thinking in narrative terms in social work as a discipline and practice could help to understand how people live their (adoptive) family lives, manage the complexities, and display those lives in ways that effectively establish, sustain, and legitimise them.
- Adoption policy may include 'openness in communication' and have space for greater alliance with social work practice and family practice to break the silence around adoption.
- Increase public awareness on adoption and educate children from an early age about diversity in family practice could ensure that adoptive family lives are acknowledged and valued as a way of 'doing' a different form of family – different but equal! (Morgan, 2011)

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