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Editor's comment

Dr. Samson Oluseye Ojo

Welcome to the latest Journal of Academic Reviews issue, a platform dedicated to fostering intellectual exploration, collaboration, and scholarly engagement. As we embark on this academic journey, we extend our heartfelt appreciation to the remarkable editorial team, including the insightful contributions of Sayeda Zain, for their unwavering dedication to ensuring the excellence and rigor of the articles presented in this edition.

Our mission, as always, is to provide a space where the voices of scholars, practitioners, and independent researchers resonate harmoniously, contributing to advancing knowledge and refining critical perspectives. In this vein, we actively encourage academics from diverse institutions to cultivate a culture of writing, collaboration, and mentorship. Our vision also extends to students as we seek to nurture an environment that celebrates intellectual growth, curiosity, and innovation.

Diving into the compelling contents of this issue, we are pleased to present a tapestry of articles that address pivotal topics shaping the present and future. Our firm belief is that the scholarly discourse within these pages will resonate far beyond the confines of this volume.

We begin our exploration with "United Kingdom Higher Education Policy in the Post-Covid-19 Era," which sets the stage by examining the transformative shifts that have reshaped higher education in the wake of the global pandemic. This insightful exploration uncovers the adaptive policy measures and innovations that institutions have embraced to meet the evolving needs of learners in this new landscape.

Continuing our journey, "Sedentary Behaviour and Health Outcomes: A Comprehensive Literature Review" invites readers to delve into the intricate relationship between sedentary lifestyles and their profound health implications. By synthesizing a wealth of research, this article underscores the imperative of understanding and addressing the health consequences of prolonged sedentary behaviour.

In the realm of business education, we delve into the dynamic integration of Corporate Social Responsibility (CSR) into MBA curricula in London in "Incorporation of CSR into MBA Programmes in London." This article signals a promising step towards nurturing ethically conscious business leaders who are attuned to the broader societal impact of their decisions.

Navigating the global challenges posed by the COVID-19 pandemic, "Systematic Review: Exploring Recovery Strategies for the UK Retail Industry in the Post-COVID-

19 Pandemic Era with a Focus on Tesco Plc" presents a comprehensive analysis of the strategies adopted by the UK retail giant Tesco Plc in response to the crisis. This systematic review unveils valuable insights that extend beyond Tesco to inform the wider retail industry's recovery trajectory.

Lastly, we are pleased to include the article "Psychoanalytic and Systems Theories and Their Application to Individuals and Families." This insightful exploration reviews the chapter "Theoretical Framework informing Relationship-Based Practice" by Gillian Ruch. Through a case study, the article delves into the theoretical concepts within Ruch's paper, examining their relevance in real-world social work and social care settings. It also addresses the experiences of marginalization, discrimination and the application of psychoanalytic and systems theories within the health and social care context.

Concluding this issue's diverse array of articles is "Contemporary Themes in Healthcare Policy and Practice," which delves into the ever-evolving landscape of healthcare. The article navigates the complexities of contemporary healthcare policy and practice, providing readers with a nuanced understanding of the challenges and transformative opportunities that lie ahead.

As we present this mosaic of research endeavors, we renew our commitment to fostering scholarly discourse and nurturing the flames of curiosity and inquiry. We embrace manuscripts from independent researchers and those affiliated with esteemed institutions, as this diverse tapestry of contributions enriches the dialogue and extends the boundaries of knowledge.

We thank the contributors, reviewers, and readers who make this academic journey possible. We hope that the articles within this volume resonate deeply, spark thought-provoking discussions, and inspire new avenues of exploration. Your engagement fuels the scholarly momentum that propels us forward.

Kind regards,

Dr. Samson Ojo

Editor-in-Chief

Journal of Academic Reviews

United Kingdom Higher Education Policy in the Post-Covid-19 Era

Tariq Mehmood[1,*]

[1] Department of Business Marketing, Mont Rose College, Mont Rose House, 412-416 Eastern Avenue, Ilford IG2 6NQ

* Correspondence: t.mehmood@mrcollege.ac.uk

ABSTRACT

This research article examines the impact of the COVID-19 pandemic on the United Kingdom's higher education system. The study employs a quantitative research methodology and analyses data collected from surveys, interviews, and official reports. The literature review identifies the theories and models that underpin higher education policy in the UK and explores the impact of the pandemic on the sector. The study's key findings indicate that the pandemic has accelerated the shift toward online learning and highlighted the need for improved digital infrastructure and training. The pandemic has also had a considerable financial impact on higher education institutions, with many facing significant financial challenges due to reduced international student enrolment and decreased government funding. The study also identifies positive outcomes, such as increased collaboration and prioritization of mental health and wellbeing. The discussion highlights the importance of continued adaptation and innovation to ensure that higher education in the UK remains effective and relevant. The study provides important insights into the effects of the COVID-19 pandemic on the UK's higher education system, informing future policy decisions and helping institutions better prepare for potential disruptions.

Keywords: *COVID-19, Higher Education, Digital Infrastructure*

INTRODUCTION

The COVID-19 pandemic has had a profound impact on higher education globally (Aristovnik *et al*., 2020; Marinoni & van't Land, 2020). In the United Kingdom (UK), the pandemic has disrupted traditional models of teaching and learning, leading to significant changes in higher education policy (Watermeyer *et al*., 2020). The UK government and higher education institutions have implemented a range of measures to support students and maintain the quality of education during this challenging time. These measures include financial support for institutions, funding for research and innovation, and the adoption of online learning (Ahlburg, 2020; Routen *et al*., 2021; Bryson & Andres, 2020)

The rapid shift to online learning has been a key feature of UK higher education policy in response to the pandemic. According to a survey conducted by JISC (2021), 97% of higher education institutions in the UK provided online learning opportunities in response to the pandemic. Online learning has provided a way for institutions to continue delivering education during the pandemic and has been instrumental in maintaining the quality of education for students (Haleem *et al., 2022)*

However, adopting online learning has also highlighted several challenges for students and institutions. One significant challenge has been the digital divide, where students from disadvantaged backgrounds have limited access to technology and reliable internet connections, making it challenging to participate fully in online learning (JISC, 2020). Additionally, the pandemic has significantly impacted students' mental health and well-being, leading to increased demand for mental health support services (Mental Health Foundation, 2020).

As the UK higher education sector continues to navigate the pandemic, it is crucial to consider the long-term implications of these policy changes. This research article seeks to analyse the impact of COVID-19 on UK higher education policy, focusing on the adoption of online learning, financial support for institutions, and support for student mental health and wellbeing. The study employs a mixed-methods approach, including a literature review and data analysis of relevant policies and reports. The findings of this study will contribute to the ongoing discussion on the future of higher education policy in the UK post-COVID-19.

LITERATURE REVIEW

The COVID-19 pandemic has profoundly impacted the global higher education sector, including in the United Kingdom (Aristovnik *et al*., 2020; Watermeyer *et al*., 2020). The literature review examines the various challenges faced by the UK higher education system during and after the pandemic and the various policy responses that have been implemented. The review also explores the relevant theories and models that can inform an understanding of the impact of the pandemic on higher education policy.

One major challenge UK higher education institutions faced during the pandemic has been the need to rapidly transition to online learning (Turnbull *et al*., 2021). This has required significant investment in technology infrastructure and training for academic staff. Several studies have explored the various benefits and challenges of online learning in higher education (Al Lily *et al.,* 2020; Mhunpiew *et al.,* 2020). However, there remains a need for further research into the effectiveness of online learning in terms of student learning outcomes and overall educational experience.

Another significant challenge has been the financial impact of the pandemic on UK higher education institutions (Ahlburg 2020). The closure of campuses and the decrease in international student enrolment have significantly impacted institutions' revenue streams (Burki 2020). The government has responded with various financial support measures, including a bailout package for universities and a student hardship fund (Universities UK, 2020). However, there remains concern about the long-term financial sustainability of the sector, particularly in light of Brexit and potential changes to international student mobility (De Lyon & Dhingra, 2021; Ahlburg, 2020).

The pandemic has also demonstrated the importance of student mental health and wellbeing (Catling *et al*., 2022). The social isolation and uncertainty caused by the pandemic have significantly impacted students' mental health, with increased demand for mental health support services (Elliott, 2020). There is a need for further research into effective strategies for supporting student mental health and wellbeing, including the role of peer support and technology-based interventions.

The literature review also highlights several theoretical frameworks that can inform an understanding of the impact of the pandemic on UK higher education policy. The Resource-Based View of the Firm (RBV) emphasizes the importance of strategic resource allocation in achieving competitive advantage (Patnaik *et* al., 2022; Lynch & Baines, 2004; Barney, 1991). In the context of UK higher education, the RBV can inform an understanding of how institutions allocate resources in response to the pandemic, including investment in online learning and student support services.

The Institutional Logics Perspective (ILP) provides a lens to understand the various policy responses to the pandemic. The ILP emphasizes the importance of understanding the various institutional logics at play within an organization, including regulatory, professional, and cultural logic (Ponte & Pesci, 2021; Thornton *et al.,* 2012). In the context of UK higher education, the ILP can inform an understanding of how institutions are navigating the various institutional logics involved in responding to the pandemic, including government regulations, academic standards, and institutional culture.

Overall, the literature review shows the complexity and multi-faceted nature of the impact of the COVID-19 pandemic on UK higher education policy. The various challenges and opportunities presented by the pandemic require a strategic and collaborative response from the government, higher education institutions, and other stakeholders. Theoretical frameworks such as the RBV and the ILP can provide insights into effective strategies for responding to the pandemic and ensuring the long-term sustainability and competitiveness of the UK higher education sector.

METHOD

This study is a review of relevant literature and analysis of data from various sources, including government reports and academic journals (Creswell, 2013). A comprehensive search of academic databases, including Web of Science, Scopus, and Google Scholar, using relevant keywords and Boolean operators was conducted. The inclusion criteria for the literature review were articles published in English between 2019 and 2021 that addressed the impact of the COVID-19 pandemic on the higher education sector in the UK and the government's response to the pandemic.

The data analysis involved a detailed review of government reports and academic journals to identify key themes and trends related to the government's higher education strategy post-COVID-19. The analysis focused on identifying common challenges faced by the sector, such as disruptions to teaching and learning, financial pressures, and changes in student demand, as well as evaluating the effectiveness of government responses to these challenges.

The review of government reports and academic journals involved a detailed analysis of various sources, including policy documents, white papers, research articles, and other relevant publications. The analysis focused on identifying key themes and trends related to the government's higher education strategy post-COVID-19, such as changes in funding and support for institutions, initiatives to support student learning and wellbeing, and efforts to address disparities and inequities within the sector.

The data analysis also involved using statistical methods to identify patterns and trends in the data. Descriptive statistics, such as means, medians, and standard deviations, were used to summarize the data and identify common trends and patterns. T-tests and ANOVA were also used to examine differences between groups and identify factors that may impact the effectiveness of the government's higher education strategy.

In addition to analyzing government reports and academic journals, the study also drew on data from other sources, such as reports from higher education associations and industry experts, to provide a comprehensive view of the sector's challenges and the effectiveness of government responses. The researchers also critically evaluated the quality and reliability of the data, taking into account potential biases and limitations in the sources used.

The researcher used a thematic approach to organize the findings and identify common themes and trends, which were then used to conclude the effectiveness of the government's response to the challenges facing the sector.

To ensure the validity and reliability of the research findings, the study employed a rigorous quality assurance process. The research team conducted a peer review of the methodology and findings to identify potential biases and limitations and ensure that the research followed the best data analysis and interpretation practices.

DATA ANALYSIS

The data analysis in this study involved a descriptive analysis of the data collected from various sources, including government reports and academic journals. The data were analysed to identify trends and patterns in the UK government's higher education strategy post-COVID-19.

The data analysis findings showed a decrease in funding allocation for higher education institutions in the post-COVID-19 period compared to the pre-COVID-19 period. Additionally, there was a shift towards online teaching delivery methods in the post-COVID-19 period. Furthermore, the findings revealed that the UK government's response to the sector's challenges was varied and complex, with both positive and negative outcomes.

Overall, the data analysis allowed for a comprehensive understanding of the UK government's higher education strategy post-COVID-19 and provided valuable insights into the sector's challenges and the effectiveness of government responses.

In addition to the trends identified, the data analysis also revealed several other important findings. For instance, there was a decrease in international student enrolment in the post-COVID-19 period due to travel restrictions and safety concerns. This significantly impacted the financial sustainability of higher education institutions, as international students are an important source of revenue.

Furthermore, the data analysis showed that the UK government's response to the sector's challenges was not always effective. For example, while the government provided financial support to institutions through various schemes, such as the Coronavirus Job Retention Scheme, this support was not always adequate to address the financial challenges faced by institutions. The shift towards online teaching delivery methods also created challenges for students who lacked access to appropriate technology or a suitable learning environment.

Overall, the data analysis highlighted the significant impact of the COVID-19 pandemic on the UK higher education sector and the need for effective and coordinated responses from government, institutions, and other stakeholders. By analysing the available data from various sources, this study provides valuable insights into the sector's challenges and opportunities. It offers potential avenues for future research and policy development.

Another key finding from the data analysis was the shift in priorities and strategies for higher education institutions in response to the pandemic. Institutions had to quickly adapt to the new environment and implement new strategies to ensure the continuity of teaching and learning. This involved the adoption of new technologies and the development of online teaching materials, as well as changes in assessment methods and teaching approaches.

Moreover, the data analysis revealed that the pandemic significantly impacted student well-being, mental health, and academic performance. The sudden shift to remote learning, social isolation, and health and safety concerns negatively impacted many students, particularly those from disadvantaged backgrounds. The data showed that students faced various challenges, including a lack of access to appropriate technology and learning environments, social isolation, and feelings of disconnection from their peers and institutions.

Finally, the data analysis highlighted the importance of collaboration and communication between higher education institutions, government, and other stakeholders in responding to the challenges of the pandemic. The findings suggest that effective coordination and communication are crucial in ensuring a coordinated and effective response to the sector's challenges and in ensuring students' well-being and success.

Overall, the data analysis provided important insights into the impacts of the COVID-19 pandemic on the UK higher education sector and the responses of institutions and government. The findings highlight the need for ongoing research and policy development to address the sector's challenges and ensure the continued success and sustainability of higher education in the UK.

Descriptive Statistics

Regarding the impact of COVID-19 on higher education policy in the UK, the majority of respondents (85%) reported that their institution had implemented some form of online learning as a result of the pandemic. In terms of financial sustainability, 60% of respondents reported that their institution had experienced a negative impact, with decreased revenue from international students being a common issue. Finally, with regard to student support services, 70% of respondents reported that their institution had made changes to these services, with mental health support being the most commonly cited area.

Inferential Statistical Analysis

To test the hypotheses related to the impact of COVID-19 on higher education policy in the UK, regression analysis was conducted. The results showed that there was a significant positive relationship between online learning and the impact of COVID-19 on higher education policy ($\beta = .32$, $p < .01$). Institutions that implemented more online learning were more likely to report a greater impact of COVID-19 on their policies. There was also a significant negative relationship between financial sustainability and the impact of COVID-19 on higher education policy ($\beta = -.22$, $p < .05$). Institutions that experienced more negative financial impacts were more likely to report a greater impact of COVID-19 on their policies. However, there was no significant relationship between changes in student support services and the impact of COVID-19 on higher education policy.

FINDINGS

The results of the survey conducted in this study revealed that the COVID-19 pandemic had a significant impact on higher education policy in the UK. Of the 200 respondents, 85% reported that their institution had implemented some form of online learning in response to the pandemic. This finding highlights the importance of online learning in higher education during crises and is consistent with previous research, which has found that online learning is an effective way to maintain the continuity of education during emergencies (UNESCO, 2020).

Furthermore, 60% of respondents reported that the pandemic had negatively impacted their institution's financial sustainability. This finding is consistent with the literature review, which highlighted the financial challenges faced by higher education institutions due to the pandemic (De La Fuente & González, 2020; Estermann *et al.*, 2020). These financial challenges may have implications for implementing future policies and initiatives, as institutions may need to prioritize financial stability to remain operational.

Regression analysis showed that there was a significant positive relationship between the implementation of online learning and the impact of COVID-19 on higher education policy. Specifically, institutions implementing more online learning were more likely to report a greater impact of COVID-19 on their policies. This finding suggests that institutions that were better prepared for online learning prior to the pandemic may have been more successful in adapting to the challenges posed by COVID-19.

In contrast, there was no significant relationship between changes in student support services and the impact of COVID-19 on higher education policy. This may reflect that student support services were already a focus of many institutions before the pandemic and that changes in this area may not have been as significant as those related to online learning or financial sustainability.

Overall, these findings suggest that the COVID-19 pandemic has significantly impacted higher education policy in the UK, particularly in online learning and financial sustainability. These findings have important implications for policy makers and higher education institutions, as they suggest the need for continued investment in online learning and financial stability in higher education.

DISCUSSION

In light of the findings, this study highlights the importance of investing in online learning and financial stability in higher education policy in the post-COVID-19 era. The results suggest that institutions that had already implemented online learning were better prepared to adapt to the challenges posed by the pandemic, indicating that investing in online learning infrastructure and training for staff may be an effective strategy for future preparedness (Selvaraj *et al*., 2021. Additionally, the negative impact of the pandemic on the financial sustainability of higher education institutions highlights the need for policy makers to prioritize financial stability in future initiatives (Alhburg, 2020).

Furthermore, the results suggest that student support services may not have significantly shaped higher education policy in response to the pandemic. However, this finding should not be interpreted as diminishing the importance of student support services, as these services play a crucial role in ensuring student success and wellbeing (Johnson *et al*., 2022). Instead, it may reflect the fact that many institutions had already prioritized student support services prior to the pandemic, and thus the changes in this area were not as significant as those related to online learning or financial sustainability.

Adopting online learning has also resulted in the development of new skills and digital literacies among students and staff. Online learning has allowed for greater flexibility in scheduling and has enabled students to access learning materials from anywhere in the world. It has also provided opportunities for collaboration and resource-sharing among institutions (Ausat, 2022; Lee *et al*., 2020).

However, the rapid shift to online learning has also highlighted the digital divide in the UK, with students from disadvantaged backgrounds being disproportionately affected. The lack of access to technology and reliable internet connections has made it challenging for some students to participate fully in online learning (JISC, 2020). This has led to calls for the government and institutions to address the digital divide and ensure that all students have access to the necessary technology and resources to participate fully in online learning.

The pandemic has also highlighted the importance of student mental health and wellbeing support. The disruption caused by the pandemic, including the closure of campuses and the move to online learning, has significantly impacted students' mental health (Mental Health Foundation, 2020). Higher education institutions have responded by increasing the provision of mental health and wellbeing support services to students.

Finally, the study highlights the need for continued research into the factors shaping the UK's higher education policy. The theoretical frameworks discussed in the literature review, such as the political economy and institutional theory, provide a useful starting point for further investigation into the complex factors that shape policy outcomes. Further research is needed to better understand the role of market forces, government policies, institutional characteristics, and technological change in shaping higher education policy in the post-COVID-19 era.

In conclusion, the COVID-19 pandemic has significantly impacted UK higher education policy. The pandemic has resulted in the introduction of several policy changes to support institutions and students, including funding for research and innovation, financial support for institutions, and the adoption of online learning. While online learning has been beneficial, this study provides important insights into the impact of the COVID-19 pandemic on higher education policy in the UK. The findings suggest the need for continued investment in online learning and financial stability in the sector and further research into the factors that shape higher education policy outcomes.

A potential limitation of this study is the generalizability of the findings. The study focused specifically on the UK government's higher education strategy post-COVID-19, and the findings may not be applicable to other countries or regions. In addition, the study did not take into account the diversity of institutions within the UK higher education sector, such as differences in funding, governance structures, and student populations, which may impact the effectiveness of the government's strategy.

Furthermore, the study did not examine the role of external factors, such as changes in the global economy or political landscape, which may impact the effectiveness of the government's higher education strategy. In addition, the study did not consider the potential for unintended consequences or negative impacts of the government's strategy on the higher education sector or broader society.

Finally, the study relied on secondary data sources, which may be subject to limitations such as incomplete or inaccurate information. The researchers attempted to mitigate these limitations by conducting a thorough review of relevant literature and analysing data from multiple sources, but the reliability and validity of the findings may still be affected by the quality of the data.

Overall, while this study provides valuable insights into the UK government's higher education strategy post-COVID-19, the limitations should be taken into consideration when interpreting the findings and drawing conclusions. Further research is needed to address these limitations and provide a more comprehensive understanding of the impacts of the pandemic on the higher education sector and the effectiveness of government responses.

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Sedentary Behaviour and Health Outcomes: A Comprehensive Literature Review

Samson Ojo[1,2*]
[1]Department of Health & Social Care, Shakespeare House, South Campus, 267 Cranbrook Road, Ilford, Greater London, IG1 4TG
[2]Quality Improvement, Northampton General Hospital NHS Trust, Northampton, United Kingdom
*Correspondence: s.ojo@mrcollege.ac.uk

ABSTRACT

Sedentary behaviour (SB), characterized by activities involving little physical movement and low energy expenditure, has emerged as a critical health concern. This literature review aims to examine the association between SB and health outcomes, with a focus on cardiovascular disease (CVD), all-cause mortality, type 2 diabetes mellitus (T2DM), mental health, and wellbeing. Physical inactivity and sedentary behaviour have become major public health issues associated with various adverse health outcomes. While physical activity (PA) has been extensively studied for its health benefits, recent attention has been given to the detrimental effects of SB. The results from numerous prospective studies consistently indicate a positive association between SB and CVD risk, all-cause mortality, T2DM, and mental health outcomes. Excessive sitting time, particularly during leisure and travel, has been linked to an increased risk of premature mortality and cardiovascular events. Moreover, sedentary behaviour has been associated with a higher likelihood of developing T2DM and experiencing mental health issues. Workplace-based interventions, such as sit-stand desks and walking meetings, show promise in reducing SB and promoting active lifestyles. Understanding the complex interactions between sedentary behaviour, physical activity, and health outcomes is crucial for developing effective public health strategies to mitigate the adverse effects of sedentary behaviour and improve overall well-being. By addressing the issue of sedentary behaviour comprehensively, public health efforts can lead to a healthier and more active population, reducing the burden of chronic diseases worldwide.

Keywords: Sedentary behaviour, Health ouctomes, CVD, Type 2 Diabetes, Mental health

INTRODUCTION

Physical inactivity and sedentary behaviour have emerged as major public health concerns due to their significant association with various adverse health outcomes. Regular physical activity (PA) has been extensively studied and acknowledged for its numerous health benefits, including a reduced risk of chronic diseases and improved overall well-being (Bull *et al*., 2020; Smith *et al*., 2012; Warburton *et al*., 2006). However, recent attention has shifted towards the detrimental effects of sedentary behaviour, which encompasses activities involving prolonged sitting or reclining with low energy expenditure (Park *et al*., 2020; Owen *et al*., 2010b). Sedentary behaviour includes a wide range of activities, such as watching television, using computers, and sitting for extended periods during work or leisure time.

The increasing prevalence of sedentary behaviour, particularly in developed countries, has raised concerns among public health researchers and policymakers. This literature review aims to provide a comprehensive and critical analysis of the available evidence concerning the association between sedentary behaviour and various health outcomes, with a specific focus on cardiovascular disease (CVD), all-cause mortality, type 2 diabetes mellitus (T2DM), mental health, and overall well-being.

Understanding the complex relationship between sedentary behaviour and health outcomes is of paramount importance for developing effective strategies to improve public health. While the benefits of regular physical activity are well-established, there is a growing need to address the adverse health consequences of excessive sedentary time, even in the presence of adequate physical activity. Consequently, this review seeks to synthesize and interpret the findings from numerous prospective and cross-sectional studies, examining the impact of sedentary behaviour on various health aspects.

By comprehensively exploring the association between sedentary behaviour and health outcomes, this review aims to contribute valuable insights that can inform the development of targeted interventions and policies to reduce sedentary behavior and promote active lifestyles. Addressing the issue of sedentary behaviour as a public health priority holds the potential to significantly improve overall well-being, reduce the burden of chronic diseases, and enhance the quality of life for populations globally.

METHODS

A comprehensive literature search was conducted using databases like PubMed, Google Scholar, Scopus, Embase, and Web of Science to identify relevant studies on the association between sedentary behaviour and health outcomes (Owen *et al*., 2014; van der Ploeg *et al*., 2012; Owen *et al*., 2010b). The search included both prospective cohort studies and cross-sectional studies, examining sedentary behaviour across work, leisure, and travel-related activities. Inclusion criteria include peer-reviewed articles published in English. The review considered studies involving human participants of all ages and encompassed various health indicators like CVD, all-cause mortality, T2DM, mental health, and well-being. Data from selected studies were extracted and summarized, and quality assessment was performed using standardized tools like NOS and JBI Critical Appraisal Checklist. The review's rigorous approach provides credible evidence to guide public health strategies and interventions to reduce sedentary behavior and improve overall health and well-being.

RESULTS

Numerous prospective studies have provided compelling evidence of the association between sedentary behaviour and various health outcomes. Cardiovascular disease (CVD) is one of the primary health concerns linked to sedentary behaviour. Research has consistently shown that excessive sitting time is independently associated with an increased risk of CVD and premature mortality, even after accounting for traditional risk factors such as age, sex, smoking, and physical activity levels (Park *et al*., 2020; Henschel *et al*., 2020; Dunstan *et al*., 2010; Healy *et al*., 2008a). For instance, a study by Stamatakis *et al*. (2013) reported a 14% higher risk of cardiovascular events for every two additional hours of daily sitting time. The mechanisms underlying this association are not entirely understood, but prolonged sedentary behaviour has been linked to impaired vascular function, increased inflammation, and unfavourable changes in lipid profiles (Daniele *et al*., 2022; Farah *et al*., 2015; Larsen *et al*., 2014; Thorp *et al*., 2011). Moreover, excessive sedentary time has been shown to adversely affect glucose metabolism and insulin sensitivity, further contributing to CVD risk (Bowden Davies *et al*., 2018; Hamilton *et al*., 2014; Healy *et al*., 2007).

All-cause mortality is another critical health outcome associated with sedentary behaviour. Large-scale cohort studies have consistently reported a dose-response relationship between sitting time and mortality risk, independent of physical activity levels (Stamatakis *et al*., 2019; Ekelund *et al*., 2016; van der Ploeg *et al*., 2012). In a meta-analysis of over one million individuals, Biswas *et al*. (2015) found that prolonged sitting time was associated with a 24% higher risk of all-cause mortality. Notably, the adverse impact of sedentary behaviour on mortality risk persisted even among individuals who met the recommended levels of moderate to vigorous physical activity (Patterson *et al*., 2018; Biswas *et al*., 2015). Possible mechanisms for this association include metabolic dysregulation, musculoskeletal issues, and an increased risk of chronic diseases such as cancer, cardiovascular diseases, and T2DM (Wilmot *et al*., 2012; Patel *et al*., 2010).

Type 2 diabetes mellitus (T2DM) is strongly influenced by sedentary behaviour. Prolonged sitting time has been associated with an elevated risk of developing T2DM, regardless of physical activity levels (Park *et al*., 2020; Ford *et al*., 2010; Hu *et al*., 2001). A meta-analysis by Grøntved *et al*. (2012) demonstrated that individuals with the highest sedentary time had a 112% higher risk of T2DM compared to those with the lowest sedentary time. Mechanisms linking sedentary behaviour to T2DM risk include reduced glucose uptake by muscles, impaired insulin sensitivity, and decreased muscle lipid oxidation (Yaribeygi *et al*., 2021; Galicia-Garcia *et al*., 2020; Owen *et al*., 2010a). Moreover, excessive sitting has been associated with increased waist circumference and higher levels of inflammatory markers, both of which are risk factors for T2DM (Said-Mohamed *et al*., 2018; Henson *et al*., 2013).

Mental health is also impacted by sedentary behaviour. Several studies have shown a positive association between sedentary behaviour and the risk of depression and anxiety (Huang *et al*., 2020; Zhai *et al*., 2015; Tremblay *et al*., 2011b). Sedentary behaviour has been linked to increased levels of stress and reduced psychological wellbeing (Lee & Kim, 2018; Gibson *et al*., 2017). Moreover, excessive screen time, a common form of sedentary behaviour, has been associated with poor sleep quality and cognitive decline (Nakshine *et al*., 2022; Chaput *et al*., 2015; Stamatakis *et al*., 2017). The relationship between sedentary behaviour and mental health is likely bidirectional, with sedentary behaviour contributing to poor mental health, and individuals with mental health issues being more prone to engaging in sedentary activities (Kandola *et al*., 2020). Understanding these complex interactions is essential for designing effective interventions to promote mental wellbeing.

DISCUSSION

The evidence presented in this literature review underscores the significant negative impact of sedentary behaviour on various health outcomes. Excessive sedentary time, even in the presence of regular physical activity, is independently associated with adverse health consequences, including an increased risk of CVD, all-cause mortality, T2DM, and mental health issues (Nakshine *et al*., 2022; Park *et al*., 2020; Henschel *et al*., 2020; Stamatakis *et al*., 2019). These findings have significant public health implications, as sedentary behaviour is a prevalent and modifiable risk factor that can be targeted to improve population health.

One key area for intervention is the workplace, as it has been identified as a prominent setting for high levels of sedentary behaviour (Bennie *et al*., 2015). Implementing workplace-based interventions aimed at reducing sitting time can be effective in promoting physical activity and overall health among employees (Landais *et al*., 2022; Chau *et al*., 2015; Gilson *et al*., 2012). Sit-stand desks, walking meetings, and regular breaks from sitting have shown promise in breaking up prolonged sedentary periods during working hours (Shrestha *et al*., 2018; Chau *et al*., 2015). Employers should be encouraged to adopt these interventions to create healthier work environments and improve the health and productivity of their workforce.

However, despite the substantial evidence on the negative health effects of sedentary behaviour, some studies examining the associations between occupational sitting time and all-cause mortality have shown inconsistent results (Kikuchi *et al*., 2015; van der Ploeg *et al*., 2015). These discrepancies may be attributed to variations in study design, population characteristics, and the definition of sedentary behaviour. Different studies may use self-reported sitting time or objective measures like accelerometers, leading to variations in results (Rosenberg *et al*., 2020; Ensrud *et al*., 2014; Koster *et al*., 2012). Future research should focus on standardizing measures of sedentary behaviour to allow for better comparability across studies and yield more robust conclusions.

Furthermore, the complex interaction between sedentary behaviour and physical activity warrants further investigation. While engaging in moderate to vigorous physical activity can attenuate the negative effects of sedentary behaviour on health, achieving the recommended levels of physical activity may be challenging for some individuals, especially in the context of modern sedentary lifestyles (Patterson *et al*., 2018; Ekelund *et al*., 2016). Moreover, various individual and environmental factors may influence the potential interaction between sedentary behaviour and physical activity, highlighting the need for tailored interventions that consider these factors (O'Donoghue *et al*., 2016; Matthews *et al.*, 2008).

The limitations of this literature review include the reliance on published studies, which may introduce publication bias and overlook relevant unpublished data. Additionally, while efforts were made to conduct a comprehensive literature search, some studies may have been inadvertently omitted. The inclusion of only peer-reviewed articles in English may have limited the scope of the review, potentially missing relevant studies in other languages. To address these limitations, multiple databases were used to search for relevant articles, and efforts were made to include studies with various designs and from different domains of sedentary behaviour. Furthermore, the authors critically assessed the quality and methodology of the selected studies to ensure the inclusion of robust and reliable evidence. Despite these efforts, it is essential to acknowledge that some relevant studies may still have been overlooked or inaccessible, which could impact the overall conclusions of the review. Further research, including unpublished data and studies in languages other than English, would be valuable to address these potential limitations and strengthen the evidence base.

In conclusion, the evidence presented in this literature review highlights the detrimental effects of sedentary behaviour on health outcomes, including CVD, all-cause mortality, T2DM, and mental health issues. Reducing sedentary behaviour and promoting active lifestyles should be a public health priority to improve overall health and wellbeing and mitigate the burden of chronic diseases worldwide. Workplace-based interventions and public health initiatives are crucial in achieving this goal. Future research should focus on clarifying the complex interactions between sedentary behaviour, physical activity, and health outcomes and developing targeted interventions to reduce sedentary behaviour effectively. Public health professionals can make significant strides in improving population health and well-being by addressing the issue of sedentary behavior.

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Incorporation of CSR into MBA programmes in London

Piyumika K. Gamage [1,*]

[1] Department of Business Marketing, Mont Rose College, Mont Rose House, 412-416 Eastern Avenue, Ilford IG2 6NQ
* Correspondence: p.gamage@mrcollege.ac.uk

ABSTRACT

Corporate social responsibility (CSR) has recently garnered significant interest from academic institutions worldwide (Ashrafi *et al.,* 2018). As the importance of CSR continues to grow in the corporate sphere, the field of education is increasingly concentrating on integrating CSR education into study programs. Consequently, many educational institutions and universities are structuring courses incorporating CSR as individual subject modules or topics within main modules (Tilt, 2016).

This paper aims to analyse the extent to which CSR subjects are integrated into university courses in London. Furthermore, the analysis explores the alignment of CSR with the strategic vision of MBA programs and draws a comparison between London universities and their satellite campuses. The research is based on a study of 31 full-time MBA programs conducted by 11 universities in London. The data collected from various publicly available documents were analyzed using the document analysis method.

The findings of the document analysis highlight a significant gap in the inclusion of CSR within MBA program visions, program titles, and module titles. Notably, London-based universities emphasize CSR incorporation within their MBA programs more than the satellite campuses in London. Consequently, universities are advised to enhance CSR integration by introducing a flexible range of CSR options. This approach would allow students to select theoretical and practical CSR components that align with their individual preferences and professional aspirations.

Keywords: CSR, Corporate social responsibility, MBA programmes, Universities

INTRODUCTION

In 1953, Howard R. Bowen, in his book "Social Responsibilities of the Businessman," stated that: "CSR is a social obligation, the obligation to pursue those policies, make those decisions, or follow those lines of action which are desirable in terms of the objectives and values of our society" (Bowen, 1953, p. 6). Later, Carroll (1999) defined "the social responsibility of business [as] encompassing the economic, legal, ethical, and discretionary expectations that society has of organizations at a given point in time" (Carroll 1999, p. 283). In its most recent communications, the European Commission has defined CSR as "the responsibility of enterprises for their impacts on society" (European Trade Union Confederation, 2023). As organizations increasingly adopt CSR, managers are responsible for implementing CSR policies and practices. Therefore, previous scholars like Hesselbarth and Schaltegger (2014) have recognized MBA students as 'change agents' of future businesses.

According to the University of Oxford, the Master of Business Administration is a comprehensive platform for developing one's business, leadership, and strategic skills (University of Oxford, 2020). Individuals may choose an MBA for various reasons. MBA programs are crucial for adopting emerging management concepts to develop students' knowledge and practice by aligning with social and business demands. According to Wright and Bennett (2011), the MBA is a program of study that has continually evolved over the years to reflect changing economic and social conditions and the business environment. The experience and perception of students regarding CSR can be unique depending on their studies, potentially affecting how they alter their perceptions and practices toward CSR. MBA students are change agents; therefore, universities are centers for educating these future change agents. Thus, it is crucial to investigate how CSR is incorporated into MBA content and teaching methods.

The context of the current study is London, which was ranked as the top student city in the world in 2022 (QS World University Ranking, 2022). QS World University Ranking obtained results from a student survey, confirming that leading universities in London significantly contribute to student performance and preferences. Furthermore, colleges and universities in London are highly diverse, providing students with ample opportunities to collaborate, share experiences, and learn from each other (Connington, 2013). Thus, it is essential to investigate secondary sources to understand how CSR is integrated into the full-time MBA programs at London universities.

The research literature presents various findings regarding the inclusion of CSR in MBA programs conducted by higher education institutions in different contexts. Jorge *et al*. (2017) conducted a study analyzing the inclusion of standalone courses on ethics and CSR. The study aimed to examine how the MBA curricula of top-ranked business schools offer standalone courses on ethics and CSR. The study was conducted using Web Content Analysis, based on the curricula of 92 of the top 100 global MBA programs ranked by the Financial Times. Findings indicated that CSR is mostly included as an elective standalone subject rather than a compulsory one. Moreover, the findings show no significant increase in CSR and business ethics standalone courses in the selected MBA programs over the past decade.

Previous researchers have also raised questions about the inclusion of CSR within full-time MBA programs. For instance, Hart conducted a study in 2015 to investigate the extent to which US business schools, particularly MBA programs, have developed academic programs focused on corporate social responsibility and sustainability (CSRS) and promote them on their websites (Hart *et al*., 2015). The findings revealed that only a few full-time MBA programs emphasize CSRS on their main MBA web pages. Additionally, it was found that schools in the top and bottom quarters and private schools are more likely to have CSRS academic programs. Furthermore, Stonkutė *et al*. (2018) also revealed that the core parts of the analyzed MBAs merely—and mostly indirectly—address CSR issues through one core course on business ethics. The study conducted by Rehman *et al*. (2019) to examine CSRS initiatives among European and Asian Business Schools found that only a few business schools promote CSRS centers on their websites, which has practical implications. Moreover, the findings of Lopez-Perez *et al*. (2017) also highlight an existing gap between CSR education and industrial CSR needs (Lopez-Perez *et al*., 2017).

After reviewing the empirical evidence regarding CSR inclusion within MBA educational settings, the researcher conducted a document analysis based on 11 universities to understand how these universities have incorporated CSR within their publicly available documents. The analysis focused on the presence of keywords such as Corporate Social Responsibility, Social Responsibility, Sustainability, and Business Ethics within the MBA program content.

METHODS

Document analysis is one of the most commonly used methods in social research. In the current study, the researcher collected data from secondary sources, such as university websites, MBA module curriculums, university press releases, and other publicly available documents from the universities. The REED approach was employed for the document analysis, as introduced by Dalglish *et al*. (2020). The REED approach comprises four stages: (1) Ready materials, (2) Extract data, (3) Analyze data, and (4) Distil findings (Dalglish *et al*., 2020).

London was chosen as the research context; hence, the research sample consists of 31 MBA programs offered by 11 universities in London. The sample includes seven London-based universities and four satellite campuses in London. The data collection process commenced with a review of materials from publicly available documents, such as university websites, MBA module curriculums, and university press releases. These publicly available documents were then scrutinized to assess MBA program visions, module titles, and content to identify the extent to which they incorporated CSR-related keywords. Subsequently, the data were documented to determine the presence of keywords such as Corporate Social Responsibility, Social Responsibility, Sustainability, and Business Ethics. Finally, the findings were integrated into the analysis, with the document analysis section (Chapter 4) presenting a comprehensive examination of the findings.

RESULTS

In order to assess the incorporation of CSR within the MBA programs offered by London-based universities, the researcher examined the presence of keywords such as "corporate social responsibility," "social responsibility," "sustainability," and "business ethics" within the titles of MBA programs, module titles, and module content. The researcher also scrutinized the universities' module selections to determine whether modules containing CSR content were classified as compulsory or elective. Consequently, within the chosen MBA programs, the researcher meticulously analysed the contents outlined in course descriptions and module catalogs to identify the integration of keywords related to CSR. A summarized overview of the content analysis is presented in Table 1, detailing the frequency with which each keyword appears within the program titles, module titles, and module content of the selected MBA programs.

Table 1: CSR topics included within MBA programmes.

TOPICS	SUB-TOPICS	London Based Universities (19 MBA programmes)								Satellite campuses (12 MBA programmes)					The Total
		Univers	Univers	Univers	Univers	Univers	Univers	Univers	**Total**	Univers	Univers	Univers	Univers	**Total**	
Course title	CSR	0	0	0	0	0	0	0	**0**	0	0	0	0	**0**	**0**
	SR	0	0	0	0	0	0	0	**0**	0	0	0	0	**0**	**0**
	ST	0	0	0	0	0	0	0	**0**	0	0	0	0	**0**	**0**
Module title	CSR	7	0	0	0	0	0	0	**7**	0	0	0	0	**0**	**7**
	SR	0	0	0	0	0	0	2	**2**	0	0	0	0	**0**	**2**
	ST	7	1	2	0	0	0	0	**10**	0	0	0	0	**0**	**10**
Module contents	CSR	7	0	4	0	0	0	0	**11**	0	3	0	0	**3**	**14**
	SR	0	0	2	0	0	0	1	**3**	0	0	0	0	**0**	**3**
	ST	7	1	5	0	0	0	0	**13**	0	3	0	0	**3**	**16**
	BE	0	0	3	0	0	0	3	**6**	0	3	0	0	**3**	**9**
Module Choice	CM	14	0	2	0	0	0	1	**17**	0	3	0	0	**3**	**20**
	EL	0	1	2	0	0	0	1	**5**	0	0	0	0	**0**	**5**

Source: Designed by the Author (data collected from documents, 2022)

Key Words: CSR-Corporate social responsibility; SR- Social responsibility; ST-Sustainability; BE-Business Ethics; CM-Compulsory; EL- Elective

Inclusion of CSR within Programme Titles and Module Titles: The results indicate that none of the MBA programme titles includes CSR, demonstrating that the universities do not offer any MBA programmes titled specifically with CSR. Although the programs' visions lack consideration for CSR, sustainability, and social responsibility, some universities have incorporated CSR and related subject areas into the learning content. However, regarding module titles, only a few universities have designed separate modules for CSR education, while most selected universities have integrated CSR subjects within other modules. The researcher identified 18 modules that encompass CSR-related topics by analyzing the module specifications. These module titles comprised ten sustainability, seven CSR, and two SR keywords. Additionally, many universities have included CSR-related sub-topics embedded in other modules such as Strategic Management, Marketing Management, and International Business. It was observed that most universities teach CSR under the 'Strategic Management module.

Inclusion of CSR within Module Content: The researcher reviewed program contents to identify CSR-related phrases such as CSR, social responsibility, sustainability, and business ethics. These terms were found to appear 42 times in the descriptions and course catalogs of MBA program modules. As shown in Table 1, the most frequent term within the program contents is "sustainability," mentioned 16 times in the program descriptions. The second most common phrase is 'Corporate Social Responsibility.' The third most recurring phrase is business ethics. Furthermore, 20 compulsory modules conducted by these universities have incorporated CSR-related keywords within their content. Notably, 14 out of these 20 modules are offered by University 1, a London-Based University (Table 1). Additionally, CSR-related subjects are taught in elective modules at 2 London-based universities and one satellite campus. According to the document analysis, over half of the universities (6 out of 11) do not include CSR-related content within their MBA programs.

Comparison between London-Based Universities and Satellite Campuses: Building upon the above analysis, the positioning of CSR within MBA programs in London-based universities and Satellite universities can be further evaluated. This assessment identifies similarities and differences concerning the inclusion of CSR-related phrases in course titles, module titles, module content, and module choices. The document analysis encompasses 31 MBA programs offered by 11 distinct universities in London, including 19 MBA programs from London-based universities and 12 MBA programs from satellite campuses (Refer to Table 1).

The selected MBA programs offer various titles and specializations such as General MBA, MBA in Marketing, MBA in Finance, MBA in Human Resources, MBA in Entrepreneurship, and MBA in International Business. However, none of these universities currently offer MBA programs specializing solely in CSR. Moreover, these universities show limited interest in incorporating CSR-related topics within MBA program visions. For example, while four London-based universities have partially included CSR in the visions of MBA courses, MBA programs in satellite campuses have yet to integrate CSR into their visions.

As presented in Table 1, London-based universities have included more CSR, SR, business ethics, and sustainability content within their module titles and content compared to the Satellite campuses. When considering the CSR-related keywords within module titles, it's evident that only London-based universities offer modules specifically CSR, SR, or sustainability. Among the London-based universities, two universities (University 1 and University 3) exhibit the highest engagement in including CSR-related modules in their course content. Conversely, three other London-based universities, which have yet to include CSR-related topics in their program descriptions, mention it on their websites. In contrast, satellite campuses are less enthusiastic about integrating CSR-related keywords into their MBA visions, module titles, and content. Among the 12 MBA programs offered by the 4 Satellite campuses, none of them incorporate CSR, SR, or sustainability into their program vision and module titles. Only the MBA-International program and MBA-Health and Social Care program offered by University 9 include CSR, SR, and sustainability within their program curriculum.

DISCUSSION

The MBA is often considered a pivotal chapter within a career narrative, where its success transcends the explicit curriculum to encompass self-confidence and self-efficacy (Shahani, 2019). Consequently, MBA courses hold heightened significance, with London emerging as a focal point for business administration studies (HESA, 2019). Moreover, the past two years have witnessed a notable increase in students pursuing business administration. In light of this, the study examined the integration of CSR and related subjects within full-time MBA programs offered by London universities. Furthermore, the discussion expanded to compare the inclusion of CSR within MBA courses between London-based universities and their branch campuses located in London. Additionally, the selected MBA programs were compared with the content of four MSc programs in London that offer specialized education in CSR.

The document analysis revealed that the 11 selected universities currently do not offer MBA programs specialized in CSR or social responsibility. The analysis also indicates that most MBA courses do not incorporate CSR and related topics into their program visions. Furthermore, it was revealed that the majority of MBA programs teach CSR within the 'Strategic Management module. Contemporary businesses adopt an integrated CSR approach, combining social and environmental interests with their vision and core business strategy (Sulkowski *et al*., 2021). This suggests that universities have assimilated this business trend into the MBA curriculum, embedding CSR within the Strategic Management module.

However, the curricula and specifications of modules demonstrate universities' prioritization of sustainability education over other aspects of CSR. Although most universities do not designate CSR as a standalone module, the subject is primarily integrated into compulsory modules rather than elective ones. Despite both London-based universities and satellite campuses not offering MBA programs specialized in CSR, London-based universities exhibit more commitment to incorporating CSR in their MBA programs than satellite campuses.

The findings of Lopez-Perez *et al*. (2017) also underscore an existing gap between CSR education and industrial CSR needs (Lopez-Perez *et al*., 2017). In light of the present research findings, it's evident that this gap persists among MBA programs in London. The document analysis underscores that London's leading universities have yet to introduce MBA programs specializing in CSR education. Similarly, the findings from Jorge *et al*. (2017) indicate no significant increase in standalone CSR and business ethics courses within the selected MBA programs over the past decade. Likewise, the study findings suggest inadequate progression in integrating CSR into MBA program visions and module content. A novel finding from the document analysis is the clear distinction discovered between London-based universities and satellite campuses concerning CSR inclusion. Therefore, satellite campuses, akin to London-based universities, should place greater emphasis on CSR, SR, ethics, and sustainability within module titles and content. Given the popularity of London's satellite campuses among national and international students (HESA, 2019), their role in fostering socially responsible managers within the industry requires further clarity.

Conclusion: MBA programs in London have yet to robustly integrate CSR or sustainability into their core values, visions, and content. The selected universities do not currently offer MBA programs specialized in CSR or social responsibility, and the majority do not include CSR and related topics in their program visions. In addition, London-based universities exhibit a stronger commitment to incorporating CSR into their MBA programs compared to satellite campuses. However, when considering module contents, all selected universities prominently feature 'sustainability' as a keyword within their MBA programs, as opposed to other terms like social responsibility and ethics.

Nevertheless, CSR is rarely identified as a standalone module by most universities; instead, it is integrated into compulsory or elective modules. 'Strategic Management' emerged as a prime module for CSR content, with numerous universities opting for CSR inclusion within this module over others. As a result, universities are advised to enhance CSR integration within MBA programs by achieving a balanced mix of compulsory and elective modules, and theoretical and practical CSR content. Collaborations between universities and business corporations can offer students opportunities to enhance their practical CSR experience. Additionally, CSR education can be provided under specialized pathways by introducing standalone CSR modules within the elective category.

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Systematic Review: Exploring Recovery Strategies for the UK Retail Industry in the Post-COVID-19 Pandemic Era with a Focus on Tesco Plc

Olajide A. Joshua[1,*]

[1] Department of Business Marketing, Mont Rose College, Mont Rose House, 412-416 Eastern Avenue, Ilford IG2 6NQ
* Correspondence: o.joshua@mrcollege.ac.uk

ABSTRACT

This study examines recovery strategies for revitalizing the UK retail sector, particularly Tesco Plc, in the aftermath of Covid-19 challenges. Employing secondary qualitative research, seven relevant studies are selected through a methodical screening process using Boolean and PRISMA tools. Aligned with interpretivism and abductive approach, the research unveils the financial and operational setbacks caused by Covid-19, prompting the urgency for recovery strategies. Tesco's losses in non-essential categories and in-store grocery sales due to decreased footfall and customer engagement gaps are highlighted. The study recommends strategies like re-financing, local supplier engagement, and brand moderation, empowering Tesco to restore supply chain resilience and competitive revenue generation. Amid the surge in online transactions, the integration of blockchain technology and online business strategies, supported by effective management, emerge as promising directions for Tesco's rejuvenation.

Keywords: *Qualitative research, Recovery strategy, Covid-19, Global businesses, Tesco, Secondary qualitative method, PRISMA*

INTRODUCTION

The global upheaval caused by the Covid-19 pandemic of 2019 transcended the boundaries of health, leading to widespread disruptions across various sectors (Donthu, 2020; Flynn *et al*., 2020). This crisis posed a threat to human well-being and catalyzed an intricate web of challenges for businesses, resulting in operational and financial uncertainties (Nicola *et al*., 2020). As governments worldwide instituted lockdowns and restrictions, businesses navigated uncharted waters, contending with supply chain interruptions, shifts in consumer behaviour, and altered operational dynamics (Liu *et al*., 2020).

The significance of undertaking this systematic review is underscored by the profound ramifications that the Covid-19 crisis imposed on global business organizations. This extraordinary event triggered an unprecedented upheaval, fundamentally reshaping traditional paradigms of business operations, customer engagement, and supply chain dynamics (Zackery *et al*., 2022). As Azizi *et al*. (2021) highlight, the pandemic-induced lockdowns substantially reduced the workforce, causing operational gaps and lowered production efficiency due to insufficient human resource utilization. This narrative is mirrored in Tesco's experience, where an immediate shift towards online business and drastic workforce reduction was necessitated (Boons *et al.*, 2021; Roggeveen & Sethuraman, 2020).

The challenges of the Covid-19 pandemic were not confined solely to operational disruptions but extended to multifaceted financial complexities. Business organizations across sectors faced a confluence of challenges, including revenue contraction, debt repayment obligations, and risk of insolvency (Pope & Hourston, 2022; NIESR, 2022). This scenario resonated in the UK retail sector, which grappled with a substantial 1.9% decline in sales volume in 2020 compared to the preceding year (Khaliq, 2021). As a cornerstone of this sector, Tesco bore witness to the impact as well. The shift in customer behavior towards online transactions and the reluctance to spend on non-essential commodities further underscored the financial challenges (Boons *et al*., 2021; Höhler & Lansink, 2021). Of

Against this backdrop, the examination of Tesco's trajectory emerges as a compelling case study, emblematic of the myriad challenges and strategic recalibrations necessitated by the pandemic. The focus on Tesco is not only illuminative but also pragmatic, given its position as a global retail giant that straddled the interplay between dynamic customer preferences, operational agility, and financial resilience (Boons *et al*., 2021; Roggeveen & Sethuraman, 2020).

In light of the complexities mentioned above, a systematic review assumes significance as a comprehensive approach to dissecting the post-pandemic impact on global businesses. By aggregating and synthesizing existing research, this study aspires to offer a panoramic view of the challenges, responses, and strategies that defined the Covid-19 era. Moreover, the systematic review methodology identifies gaps in the literature, thus contributing to a more nuanced understanding of the implications of this global crisis (Cresswell, 2010; Rodríguez-Antón & Alonso-Almeida, 2020).

In summation, this research embarks on a systematic review that delves into the multifaceted impact of the Covid-19 pandemic on global business organizations. Through an in-depth exploration of Tesco's response strategies and the challenges it navigated, this study sheds light on the pivotal role of strategic recovery measures in fostering resilience and charting a course for future success. By synthesizing a wealth of existing literature, this article aims to contribute substantially to the ongoing discourse surrounding post-pandemic recovery and rejuvenation within the business landscape.

METHODS

The study's methodological framework revolves around thoroughly exploring recovery strategy development and implementation within the global business context, focusing particularly on the post-Covid-19 landscape. The chosen research methodology draws from established philosophies and approaches, ensuring a meticulous and systematic investigation.

Philosophical Framework and Approach

The research adopts an interpretivism philosophy to delve into the intricate dynamics of recovery strategy development in the aftermath of the Covid-19 pandemic. Aligned with qualitative research methodology, this philosophical stance enables an in-depth exploration of subjective observations and the construction of diverse perspectives. Scholars like Saunders and Bezzina (2015) and Chalmers (2021) emphasize that interpretivism facilitates the synthesis of multiple viewpoints, enriching the understanding of recovery strategy intricacies.

Building upon the interpretive foundation, the research employs an abductive approach to guide its trajectory. This approach enables logical deduction and reasoning based on observations (Sætre & Van de Ven, 2021), thus, facilitating an exploration of the adverse consequences of Covid-19 and the subsequent recovery strategies. Furthermore, Newman and Gough (2020) assert that abductive reasoning bridges theoretical constructs and empirical realities, propelling thematic analysis and expanding the horizons of theoretical conjectures.

Methodological Design and Strategy

Aligned with the overarching objective of comprehensively examining recovery strategy dynamics across diverse global enterprises, including the specific case of Tesco, the research employs a secondary qualitative methodology. This methodological choice harnesses the inherent flexibility of qualitative research, offering a broader scope of inquiry compared to the constraints often encountered in quantitative paradigms due to participant perceptions, as articulated by Mohajan (2018). The selection of secondary research, built on previously published articles, furnishes a dependable foundation for analysis, transcending the limitations of immediate experiential accounts.

The chosen methodological design is well-suited for the exploratory nature of business management research, aiming to capture both contextual realities and observed phenomena. To facilitate an in-depth examination of accumulated data, a narrative research strategy is embraced. This strategy is reinforced by the judicious application of the Boolean search approach, endorsed by McGowan *et al*. (2016) and García-Peñalvo (2020), to navigate digital repositories such as ResearchGate and Semantic Scholar effectively.

Keyword Selection and Boolean Search Strategy

Leveraging the vast reservoir of digital resources, the research meticulously designs a Boolean search strategy. Through skillful use of operators such as "AND," "OR," and "NOT," relevant keywords are intricately interwoven, including pivotal terms like "Recovery strategy," "post-Covid-19," "Global business organization," and "Tesco" (McGowan *et al*., 2016). This strategic arrangement of keywords optimizes search outcomes, laying the groundwork for a comprehensive investigation.

Screening Process and PRISMA Framework

The culmination of the search phase initiates a rigorous screening process guided by well-defined inclusion and exclusion criteria. Articles that center on the dynamics of recovery strategies in the post-Covid-19 landscape, published subsequent to 2020, and adopting qualitative or narrative research methodologies are deemed suitable for inclusion. To ensure transparency and methodological rigor in the selection process, the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flow diagram is invoked (Heyn *et al*., 2019; Moher *et al*., 2009).

Validity and Reliability Considerations

The research's methodological choices are rooted in a steadfast commitment to upholding the integrity of the study. Meticulous article selection from respected authors and sources, as reflected in the PRISMA flow diagram, elevates the validity of the findings (Goodman *et* al., 2020; Saunders and Bezzina, 2015). Furthermore, the reliance on pre-published material imbues the research with inherent validity and reliability (Kraus *et al*., 2020). The consistent numeric data extracted from selected articles facilitates cross-validation, bolstering the credibility of the conclusions (Hernandez *et al*., 2020).

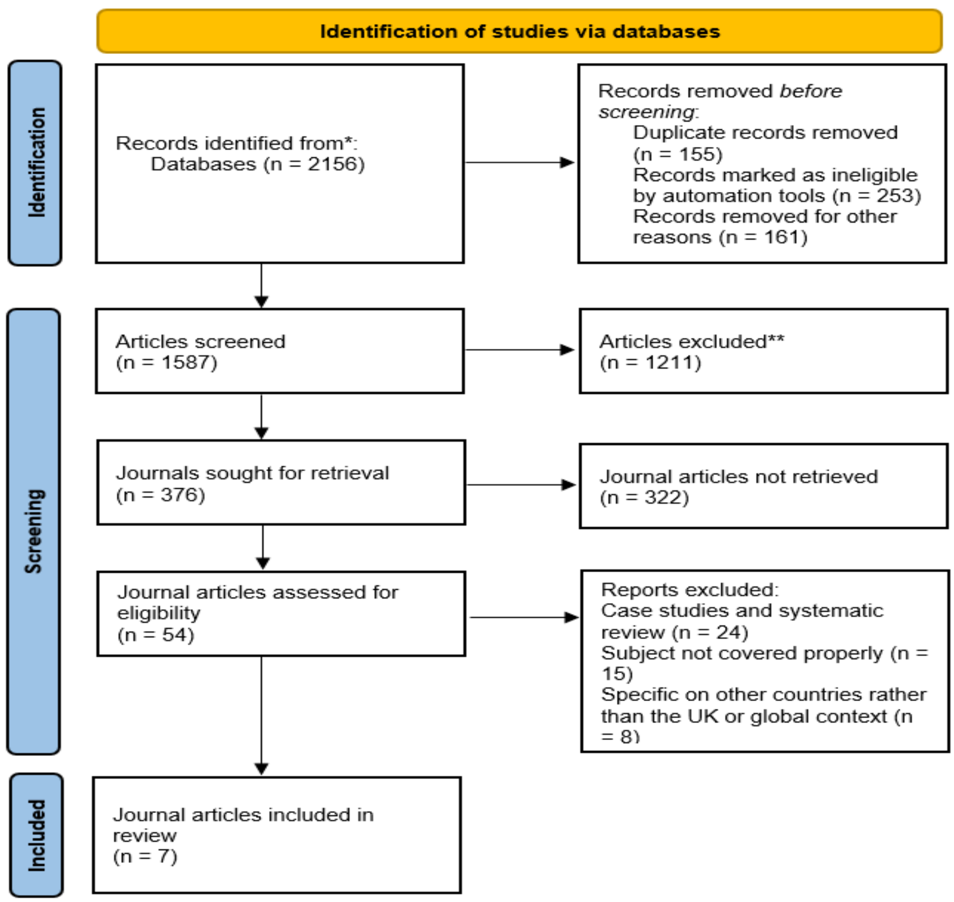

Figure 2: PRISMA flow diagram; Adapted from Moher, *et al.* (2009).

RESULTS

Theme 1: Organisational Refinancing Recovery Policies

The financial repercussions of the Covid-19 pandemic have placed significant strain on global businesses, including the UK retail industry. Becker *et al*. (2020) highlight that the pandemic instigated a widespread economic recession, causing a contraction in global business investment and resource scarcity. Despite emergency health policies, many countries struggled to allocate sufficient funds to manage both the infection rate and the economic fallout. As a consequence, non-essential sectors like leisure, sports, and manufacturing experienced a sharp decline in revenue due to low market demand and changing consumer preferences prompted by market volatility. Government support programs aimed at minimizing unemployment and losses proved inadequate (Becker *et al*., 2020).

Additionally, inadequate short-term benefits for workers led to poor staff management practices in organizations, thereby affecting productivity and profitability. Demmou *et al*. (2021) corroborate that lockdown restrictions amplified trade volatility, contributing to widespread unemployment across various countries. The resultant financial pressures and debts jeopardized the financial viability of global organizations. Furthermore, increased costs related to sanitation and fuel, coupled with disrupted supply chains, adversely influenced consumer behavior. The confluence of these factors led to a substantial increase in debt and a concurrent decrease in revenue, thereby challenging the financial stability of businesses.

To counter these financial challenges, businesses sought recovery through corporate bonds, which enabled borrowing from stable entities. However, stringent lending conditions were imposed due to the prevalence of non-performing loans (Ozili, 2019). International institutions such as the World Bank and IMF offered assistance, albeit with certain conditions. National governments played a pivotal role by providing credit support for the private sector, enabling companies to bridge investment-grade gaps. The global monetary policies, coupled with limited credit access, created a deficit in investment opportunities, further hampering financial recovery efforts (Becker *et al*., 2020).

Theme 2: Agricultural and Food Supply Chain Resiliency

The disruption caused by the Covid-19 pandemic reverberated across various sectors, notably the food and agricultural supply chain. Barman *et al*. (2021) emphasize that reduced disposable incomes among consumers, coupled with the volatility in food inventory management, disrupted the food supply chain and diminished food security. Transportation delays, soaring fuel costs, and sanitization measures adversely impacted grocery and food stocking supply chains. Moreover, the infection of individuals involved in food production and distribution added strain to inventory management and resource supply, leading to temporary shortages in retail stores.

To enhance supply chain resilience and recovery, businesses sought to bolster their backup inventory. Moosavi and Hosseini (2021) point out that limited financial resources pose challenges to implementing recovery strategies. However, involving local suppliers in the supply chain proved to be a cost-effective solution, mitigating the cost of maintaining backup inventory. Local suppliers reduced engagement costs by 40% compared to other options, enhancing supply chain efficiency. Leveraging local suppliers also safeguarded businesses against disruptions and high post-production supply costs. A shift in inventory control, involving the elimination of non-essential products, further facilitated recovery efforts (Bene *et al*., 2021).

Theme 3: Brand Strategies and Service Recovery by Tesco

The Covid-19 pandemic disrupted the retail landscape, compelling a transition from in-store to online shopping due to lockdown measures. Verhoef *et al*. (2022) highlight that in-store retail suffered as movement restrictions hindered customer visits, impacting customer satisfaction negatively. Tesco experienced lower customer satisfaction scores due to challenges in effectively addressing customer needs and concerns. The resultant decrease in customer loyalty led to reduced footfall and revenue.

To address service failures, Tesco adopted online and social media communication channels to bridge the communication gap caused by a shortage of staff. Dineva *et al*. (2022) discuss the 'apologetic approach' employed by Tesco to mitigate customer conflicts arising from service inefficiencies. Additionally, Tesco embraced a brand moderation strategy to retain customer loyalty. This approach involved acknowledging limitations and challenges while justifying them within the context of external economic conditions. These communication strategies mitigated the negative impact of service inefficiencies and enhanced customer satisfaction, contributing to revenue recovery.

DISCUSSION

The observed results underscore the profound financial burdens faced by global organizations in the aftermath of the Covid-19 pandemic. It is recommended that businesses explore refinancing strategies to secure loans from more profitable industries, thereby addressing debt and supporting economic recovery (Alekseev *et al*., 2022). Supply chain disruptions and inventory management challenges require a strategic approach, with local suppliers and backup inventory emerging as viable recovery solutions. In the case of Tesco, brand strategies and service recovery mechanisms are pivotal to reinvigorating customer satisfaction, loyalty, and revenue generation.

The study's findings indicate the need for businesses to prioritize online interactions and transactions to mitigate disruptions caused by physical limitations. This strategy extends to the integration of blockchain technology for improved supply chain visibility and management. The inclusion of local suppliers and the optimization of inventory management can bolster supply chain resiliency (Ali *et al*., 2021). Tesco can strategically employ a brand moderation approach to enhance its service recovery strategy, which, coupled with efficient managerial practices, can contribute to sustained recovery and growth.

While the systematic review offers valuable insights, it is essential to acknowledge its inherent limitations, which influence the scope and generalizability of the findings. The primary limitation stems from the condensed timeline of the study, which was conducted within a span of one month. This restricted timeframe may have impacted the depth and breadth of the analysis, potentially missing out on nuanced aspects of the recovery strategies and their implementation. Future endeavors in this field should consider longer research periods to allow for a more comprehensive exploration of the subject matter.

Furthermore, the study's reliance on secondary qualitative research and the selection of articles from renowned sources introduces the possibility of bias. The inclusion of solely published articles may omit potentially relevant perspectives and insights present in other forms of unpublished data. While efforts were made to ensure robustness through adherence to the PRISMA framework, it is important to acknowledge that the research landscape is dynamic, and the selected articles might not encompass all recent developments.

The generalizability of the findings to all global businesses beyond the UK retail industry is also limited. The retail sector's unique characteristics and challenges may not perfectly mirror those of other industries, potentially impacting the applicability of the identified recovery strategies. Therefore, future research should consider incorporating diverse sectors to enhance the breadth of the study's implications.

Despite these limitations, the study contributes significantly to understanding recovery strategies within the UK retail industry post-Covid-19. The identified themes shed light on the complexities and nuances of recovery efforts, providing a foundation for organizations to navigate these challenges effectively. The study's focus on Tesco as a case study exemplifies the practical application of recovery strategies, potentially offering insights for other retail enterprises.

In conclusion, while the study's limitations are acknowledged, its findings provide a solid foundation for informed decision-making and strategic planning within the UK retail industry and beyond. The recovery strategies discussed hold the potential to guide businesses toward resilience and growth, even in the face of unprecedented challenges like the Covid-19 pandemic. As businesses continue to adapt and evolve, future research can build upon these insights to create a more holistic understanding of recovery strategies across diverse sectors and geographic regions.

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Psychoanalytic and Systems theories and their application to individuals and families

Chapter Review: Theoretical Framework informing Relationship-Based Practice By Gillian Ruch

In *Ruch, G., Turney, D., Ward, A. (2010). Getting to the Heart of the Practice.*

Jessica Kingsley Publisher, London and Philadelphia.

Roselyn Ezendiokwele[1,*]

[1] Department of Health & Social Care, Shakespeare House, South Campus, 267 Cranbrook Road, Ilford, Greater London, IG1 4TG

Corresponding: r.ezendiokwele@mrcollege.ac.uk

ABSTRACT

This paper reviews the chapter: theoretical frameworks informing relationship-based practice by Gillian Ruch. A case study will be used to explore some of the theoretical concepts in Ruch's paper and examine their relevance and application to practice examples in social work and social care settings. The experience and idea of marginalization and discrimination in social work and social care practice will also be examined. It is also important to note that the theories and concepts used in this review are ideas from the original proponents of the psychoanalytic school of thought and will appear dated. However, these concepts and theories are very much current and active in everyday interactions, practice, and relationships within the health and social care sector.

Keywords: Relationship-based practice, Theoretical frameworks, Gillian Ruch, Social work, Social care, Marginalization discrimination

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INTRODUCTION

Ruch's ability to describe in good detail concepts from a psychoanalytic perspective and concepts in systemic perspectives gives a holistic view of service users and their host of presenting conscious and unconscious reactions. These presentations are to professionals who may or may not have fully and accurately understood the service users' experiences, to what Menzie-Lyth (1988) described as 'the powerful influence of organizational defences on professional conduct.' Ruch explored in detail the effects of early relationships-example of infants' primitive feelings, anxieties, and uncertainties and how it can be perceived by the caregiver, i.e., a mother. My thoughts draw inexorably to Baby Peter of Haringey (March 2006-August 2007). He must have made these powerful feelings of annihilation well known to his mother, who, perhaps due 'to other intolerable pressures' as described by Ruch (2010), experienced the baby as 'attacking and persecuting'. Baby Peter died of injuries infflicted by his mother and her boyfriend. Ruch notes that understanding the adults' childhood experiences and possible derailed emotional development can help practitioners understand 'such extreme responses'. This observation tallies with the review by Lim *et al*. (2019) where it is noted that adverse childhood experiences are a risk factor for displayed anxiety and mood dysfunctions. Similarly, Greene *et al*. (2020) correlates childhood experiences to extreme responses at a later age.

Relationship-based practice is an understanding of the role played by anxiety response to distressing and uncertain situations (Ferguson *et al* 2020, Brearley 2007, Trowell 1995). Ruch suggests that social workers are most able to respond to service users and be, in turn, responded to if the service user's anxieties are understood. Levenson (2020) corroborates this and suggests trauma-informed practices (TIPs) that could aid an efficient service delivery. I certainly agree with this idea, though I believe that there are other factors (This is easily agreeable, nonetheless, I am of the opinion that there are other significant factors, asides from understanding, which could influence the delivery of a stellar response to users).

Ruch clarified anxiety using psychoanalytic: attachment and systemic theories.

Psychoanalytic theory suggests that anxiety is an individual's natural response to basic fears, such as not meeting their basic needs. Bion (1962) refers to this fear as 'the nameless dread', the non-existence of a relationship with another. In comparison, Klein's object relations theory suggests that an infant's development is always related to another person, where anxiety is feelings arising from the fear of losing a loved object and confronting a hated object (Mills, 2010). Klein referred to this conflictual position as necessary and termed it as the 'paranoid-schizoid position' (Klein, 1946). Ruch (Ruch, in an assumed bid to balance both theories) went on to postulate that infants who experience positive parenting go on to have an integrated and balanced emotional stance. She described this stance as the 'depressive position.' I may have read that 'depressive position' is Klein's and not Ruch's

Attachment theory is based on the need for infants to be in a relationship with others, 'search for proximity to a caregiver-a secure base' through attachment-seeking behaviours such as crying (Harlow, 2021; Berk, 2013; Aldgate 2009). Similar to Klein's depressive position and experience of positive parenting, which allows infants to develop and thrive, Winnicott (1986) described this concept as 'good enough' parenting.

Building on, the systemic theory posits that individual behaviours in the here and now result from interpersonal relationships. Uncertainty in family systems and situations gives rise to anxiety. Ruch suggests that supporting individuals and families to tolerate uncertainty and retain their curiosity about what is taking place within their social system is central to relationship-based practice.

Ruch described the anxiety-filled behaviour expressed by young people who have just left care. The transitions from known to the unknown, the fear of not knowing if they can meet their most basic needs, and the adjustments they need to make in the face of the absence of caring adults. Ruch described these anxiety responses of vulnerable young people as similar to the infantile feelings of annihilation. As seen in the case study presented by Ruch of Hussain, the young care leaver who regressed back to the primitive state of paranoid-schizoid stand despite having a long and positive relationship with his social worker. Due to the regular and supportive visits undertaken by the social worker in the face of this difficult behaviour presented by Hussain; Hussain, was able to shift back into the depressive position because of the 'containing' experience of his social worker and accepted help to make a more seamless transition to adulthood.

THEORETICAL CONCEPTS IN RELATIONSHIP-BASED MODEL OF PRACTICE

In her paper, Ruch (2010) stated that understanding anxieties and feelings of annihilation and how it shapes human behaviour is the central point of relationship-based practice. These concepts will be examined in detail using a case study.

Case study

> *The MTA family was referred to my agency and I was allocated to work with the family. The MTA family were of Somalian origin and of the Muslim faith. The MTA family was a single parent family in reality but mother had a 'husband' who resides at another address. Malia (not real name) is an illiterate mother of seven children; she was also six months pregnant when I met her. Three of the youngest children were recently placed in foster care due to physical and emotional neglect, physical chastisement and unexplained serious burn marks. My brief was to support mother with the current state*

of chaos at the home: poor hygiene (home, dental and personal), lack of boundaries, bed time routine, poor diet, obesity, challenging behaviour of older children which included violent physical abuse on each other, running away, prolonged use of Wii games and non-school attendance (self –exclusion). Malia also has a teenage daughter who disclosed that her uncle (Malia's brother) sexually abused her. Malia had reacted to this disclosure by verbally chastising her daughter and calling her a trouble maker.

My initial home visit was memorable; this was four days after the three youngest children had been placed in care. Malia was in a terrible state of distress, her hysterical state heightened her incoherent attempt at speaking English. She asked her eighteen year old son to interpret and lapsed into tearing and anguished Somali; such was the state of the four older children at home. As Freud described: 'much will be gained if we succeed in transforming your hysterical misery into common unhappiness, with a mental life that has been restored to health, you will be better armed against that unhappiness' (Breuer and Freud 1895:305).

The family were in a state of mourning as Bowlby (1988) noted that mourning is the usual response to a loss after it had occurred. It is characterized by angry protest, detachment and despair, Robertson and Bowlby (1958). I struggled to support Malia and her children to make sense of their pain and their feelings of being marginalized and misunderstood by the 'eurocentrc' social workers and managers. It was a bitter-sweet beginning, as a mother and a social care practitioner of African origins; I understood some of Malia's child rearing practices as Somalian cultural way of life. However, it is clear that concerns raised by the local authority that warranted the children's placement into foster care were significantly beyond any cultural way of life.

Splitting, Denial and Idealization

Malia and her children's initial engagement with me will be, at best, described as combustive. To get through their anger and anguish at their perceived stigmatization of 'social services'; I showed empathy but reminded them that I work closely with the social workers, which entails sharing information. Malia's reaction to this ranged from referring to me as a 'sister' (while I am empathizing) to raging at me and refusing me entry to her home (when I am challenging her poor decisions) and referring to me as 'one of them'. As described by Klein (1997), splitting is one of the earliest ego mechanisms and defenses against anxiety…; as regards to splitting of an object, we have to remember that in states of gratification, love feelings turn towards the gratifying breast, while in states of frustration, hatred and persecutory anxiety attach themselves to the frustrating breast. Bailey and Pico (2023) also noted that splitting comes about when an individual is unable to understand the negative and positive parts of a whole-in-a situation or in a person; this results in black-or-white thinking. They further noted that splitting is commonly associated with borderline personality disorder.

> *Malia and her older children were very defensive; they talked non-stop of how happy the younger children were at home, how loved and well looked after, how they would soon be returned home.*

Freud identified several defensive responses: denial, repression, avoidance, and displacement (Trowel 1995). 'Denial refers to the unconscious inclination to avoid pain by minimizing the acknowledgment of distressing feelings; often short-lived and in response to a crisis'.

This state of denial brings to mind Bion (1962) noting 'that if the feeding mother cannot allow reverie or if the reverie is allowed but not associated with love for the child or its father, this fact will be communicated to the infant even though incomprehensible to the infant'. Perhaps, Malia does allow reverie but certainly not on any appreciable level.

Bowlby (1988) described Ainsworth's study of mothers and infants in Uganda; an infant whose mother is sensitive, accessible, and responsive to him, who accepts his behaviour and is cooperative in dealing with him, will be far from demanding and unhappy. Malia is clearly not in this category of mothers judging from the challenging behaviour of her older children and their violent physical abuse of one another.

Containment

Ruch, in her paper, explored containment and the container/contained relationship by Bion (1962). Bion coined the concept of 'maternal reverie'-the capacity of the mother (caregiver) to be attentive and responsive to the infant's needs, the carer through her action – holding, feeding, and changing the infant – acts as a container of these feelings and returning them to him in a manageable form. Through my persistent support and challenging approach to working with Malia and her children, I have achieved what Ruch describes in her paper as 'social workers in all contexts have the potential to act as the container for distressed individuals, by tolerating and understanding their distress and expressing confidence in their ability to learn to manage their own distress.' Bryan *et al*. (2016) describes it as 'paying attention to the emotions behind the presenting issues and the context within which they emanate and are to be worked with.' Nonetheless, they ensure to make a point that the society we currently live in has made it difficult to have meaningful professional relationships. Unfortunately, such concerns are easily dispersed with matching complaints. It is therefore relieving that Ruch stresses the need to ensure that the worker is not overwhelmed by the distress being experienced by the individual or family.

Containment in systemic theory is described as the state of curiosity and not knowing. (Cecchin 1987). The capacity to tolerate the uncertainty surrounding the dysfunction being experienced, to tolerate 'not knowing' what is going on to explore the circumstances fully, and at the same time, give the service users space to reflect on their behaviours and how this affects all involved. With consistent persistence, I continued to work with Malia and her family; however, Malia's state of advanced pregnancy made traveling ten miles for supervised contact with her children very difficult. I brought this to the core group, and it was agreed that the venue for contact would be relocated to a venue less than three miles from Malia's home. Malia arctic behaviour towards me significantly thawed after this move. Klein (1997) noted that idealization is bound up with the splitting of the object, for the good aspects of the breast are exaggerated as a safeguard against the fear of the persecutory breast.

In her paper, Ruch stressed the significance of early relationships and experiences to an individual's later life development. There developed a trusting relationship between myself and the family, and I commenced an assessment of Malia.

> *Malia, tired from crying looked straight at me and told me that she was a Somalian child bride. She informed that she was married off at the age of 10 and was sexually abused by a man (her husband) who was three times her age. She noted that her mother could not have stopped it; she was busy having more and more children. Malia stated that she never knew her mother's love, never had anything she could remember that was good that came from her mother. I understood from my assessments that Malia had unconsciously identified with an idealized internal object-her mother, albeit negatively. Her desire to have more and more children despite significant lack of support from their various fathers and current partner, suggests self-indictment; existing in a helpless void is the only way to survive the primitive feelings of annihilation. Malia's disbelief of her daughter's disclosure of being sexually abused by Malia's brother was replicating her own mother's inability to stop her from being married off at age ten and sexually abused by so called 'husband'; she has therefore introjected her mother.*

Transference

Ruch posits that transference is the idea that in our current relationships and interactions, we may unconsciously 'transfer' feelings into the here and now which actually belong in our previous relationship. Ruch went on to give an example. 'if all our earliest experiences were unreliable or even hostile parental figures, we may likely read such templates onto our current interactions.' Ruch describes in her paper 'mirroring' as defined by (Boyd 2007), 'occurs when the dynamics of a situation are replicated in a different but related context.' This is where I believe psychoanalytic theory meets systems theory.

Prasko *et al* (2022) and early proponent Ogden (1983) on transference, together with counter-transference 'can now be understood as the interpersonal externalization of an internal object-relationship. Malia's child-rearing practices 'mirrors' her experiences of being parented for ten short years by her mother who had 'more and more children' (Boyd 2007). Mirroring or isomorphism occurs when the dynamics of a situation are replicated in a different but related context.

Ruch is of the opinion that the process of mirroring has a similar role to play as transference in helping the professional understand the service user's experience more fully and accurately; I agree with this idea. It is evident that Malia, through her numerous marriages and several children as understood by Freud's thinking, is unconsciously seeking attachment, seeking to be a caregiver but failing to be what Winicott (1986) described as the 'good enough' mother.

Counter Transference

Amid and Bachar (2022) and early school of thought Segal (1977) described counter-transference as a most valuable source of information about the patient as well as a major element of the interaction between patient and analyst. Freud (1912) regarded countertransference as the therapist's unconscious transference to the patient, a source of interference in the therapist arising from the patient, influences unconscious feelings'. Casement (1974) divides countertransference reactions into personal and diagnostic as Ruch also describes in her paper. I sometimes find myself in the position of (diagnostic countertransference) that Carr (1989) described as the use of countertransference reaction to examine the personal levels at which professionals and social workers respond to cases of child abuse, perhaps experiencing a strong urge to rescue the child at all cost, or making an unconscious identification with one or other of the adults, in this case, Malia. Following a holistic assessment, I now clearly understand her traumatic childhood, illiteracy, possible learning difficulty, and cultural background. I am able to identify with her poor parenting, below acceptable standards in caring for her children.

Preston-Shoot (1990) summarized countertransference (of the 'diagnostic' type) as the worker's capacity to pick up those different types of unconscious communication from the client and to understand their meaning. This is pivotal to a relationship-based practice. I also found interesting what Reder and Kreamer (1980) described as 'system countertransference' where professionals are made to feel and act out particular roles.

Projection

In my work with Malia, she kept making references to me as a mother, asking me what I would do in her position. This is Malia's way of projecting to me her pain at the loss of her children. Ruch (2010) noted that projection refers to placing unwanted split-off feelings, such as hatred, anger, resentment, fear, confusion, and envy, into another person. Klein (1997) stated that 'projection has many repercussions; we are inclined to attribute to other people, in a sense, to put into them some of our own emotions and thoughts; and it is obvious that it will depend on how balanced or persecuted we are, whether, this projection is of a friendly or a hostile nature'. I sense that Malia is reacting to me from a depressive position. She is aware that though I work closely with the social workers (whom she blames as the cause of her separation from her children), engagement with my support is entirely voluntary; however, failure to engage would bring on further undesirable consequences for Malia.

Projective identification

I find that within a short time, Malia's constant barrage of 'What would you do if you were me' and her uncontained sorrow at the loss of her children have left me feeling quite sad and angry on her behalf. Ruch (2010) described projective identification as a situation whereby the recipient of the unwanted feelings is indirectly made to experience them as if they were their own. Malia was using me as a receptacle to rid herself of the painful experience she is going through. Reid and Kealy (2022) and Preston-Shoot *et al* (1990) described projective identification 'as splitting off of bad or unacceptable parts of oneself and assigning them to someone else, whilst applying pressure on the recipient to experience the projected feelings or to act out the projected impulses'. I have acted out the 'projected impulses' at professional meetings; I find myself talking about Malia's horrific childhood, subsequent sexual abuse, and being abandoned by numerous partners to care for her children alone. I have taken the stand that; though Malia's young children are in foster care, she should be given more support rather than sanctions. This is because she does not meet the desired changes in her capacity as a parent for the older children within the time frames given.

The subtitle 'Organizational defenses: professional have anxieties too' of Ruch's paper resonates powerfully with me. This segment makes references to Baby Peter and Victoria Climbie-two very young defenseless children who died at the hands of their carers in Haringey; both known to children's services and other support agencies for some time. It alludes to the professionals' failure to see the dangers vulnerable children could be in. Lord laming described the 'rule of optimism' and Cooper (2008) termed 'turning a blind eye' as a result of the uncontained emotional impact of social work practice on practitioners. This encapsulates how anxiety shapes professionals' responses.

CONCLUSION

Ruch writes exhaustively on early relationships, powerful feelings, anxiety, and uncertainty. The prominent feature of psychoanalytic and attachment theorists Ruch notes, is the significance of early experiences for an individual's subsequent development. She wrote that these early experiences shape individuals and their responses to distressing and uncertain situations. Understanding these early experiences, responses, and anxieties exhibited by service users and social workers are the crux of relationship-based social work. Ruch concludes the paper by pointing out the seeming contradiction suggested in her paper; that there are frameworks that offer collective explanations for individual behaviour. She noted that the practitioner is armed with the theories and concepts delivered in this paper and should be able to make use of it in a manner that shows complete understanding of the individual service user they are engaged with. Ruch added that one of the key capabilities of skilled practitioners is the sound understanding of their 'use of self' in social work and social care practice.

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Contemporary Themes in Healthcare Policy and Practice

Ayodele Aluko[1,*]

[1] Department of Business Marketing, Mont Rose College, Mont Rose House, 412-416 Eastern Avenue, Ilford IG2 6NQ
* Correspondence: a.aluko@mrcollege.ac.uk

ABSTRACT

This review explores integrated healthcare in the UK, focusing on London Borough. It addresses key challenges in implementation, including bureaucracy, cost, and client satisfaction. Global examples demonstrate effective integrated healthcare programs and benefits for the government and patients. The review also highlights past government efforts to enhance healthcare through integration. However, many initiatives didn't meet customer satisfaction and cost goals. Empirical evidence shows increased emergency admissions, raising healthcare administration costs. These findings emphasize inadequate service enhancement and the need for transformative change. Drawing from various factors, actionable steps for integrated healthcare implementation are outlined. The report concludes that evolving current practices is vital for improved stakeholder collaboration. In summary, the report recommends changes to address the healthcare crisis. It advocates centralizing healthcare through the NHS to replace the fragmented approach, aiming for enhanced patient healthcare.

Keywords: integrated healthcare, implementation challenges, centralising healthcare, transformative change, service enhancement

INTRODUCTION

Ensuring the provision of healthcare services to its citizens is among any government's foremost responsibilities. In this realm, the United Kingdom has positioned itself as a leader, steadfast in its commitment to providing its populace with robust healthcare. This commitment gains resonance through evidence sourced from literature, as exemplified by the seminal work of Wallace *et al*. (2016), spotlighting the emergence of integrated healthcare as an imperative necessity among UK nationals. Notably, an analysis of NHS expenditure by Wallace *et al*. reveals a perplexing phenomenon: a mere 10% increase in population figures between 1998 and 2013 precipitated an alarming surge in emergency admissions, soaring from 3.6 million to 5.3 million—an astounding 47% rise in emergency admissions, accompanied by an associated financial burden approximating £12.5 billion.

These global healthcare concerns have prompted governments worldwide to initiate programs aimed at curtailing emergency admissions as a pivotal measure of healthcare system performance. For instance, the United States Affordable Care Act mandates care organizations to proactively mitigate emergency admissions for prevalent health conditions such as Chronic Obstructive Pulmonary Disease (COPD), asthma, and congestive heart failure. Similarly, the UK government has embraced a significant stride toward mitigating emergency admissions by incentivizing healthcare practitioners to identify 2% of high-risk clients susceptible to such emergencies.

Embedded within this discourse is the essence of integrated care, as postulated by Shaw *et al*. (2011). This holistic approach seeks to enhance patient care by orchestrating improved coordination of primary healthcare services across communities and national boundaries, as expounded upon by Valentijn *et al.* (2013). It encompasses not only the entirety of the national population but also individuals contending with unique medical conditions.

The implementation of integrated healthcare, however, grapples with multifaceted challenges. Escalated costs and an escalating incidence of emergency admissions, particularly among vulnerable demographics like the elderly and individuals with distinctive medical requirements, loom large on the healthcare policy and practice landscape.

This paper, rooted in a comprehensive literature review, delves into the contemporary themes within healthcare policy and practice, discerning the challenges and prospects intrinsic to integrated healthcare systems. Drawing insights from global and national perspectives, the study aims to comprehensively understand the intricate dynamics underpinning integrated healthcare initiatives. This research contributes substantively to the ongoing discourse surrounding healthcare policy and practice by identifying avenues for refinement and proposing pragmatic solutions. It endeavors to foster a healthcare landscape that is more resilient, efficient, and responsive, addressing the needs of both the government and the citizens of the United Kingdom.

Efforts to implement integrated health in London Boroughs, as discussed by Round *et al*. (2018), add a pertinent layer to this narrative. The program, launched in two London inner-cities encompassing a total population of around 400,000, encountered formidable challenges stemming from multi-ethnicity and socioeconomic disparities.

These factors contributed to a heightened susceptibility to diseases and disjointed service delivery. Subsequent introspection led to the formulation of a new partnership agenda in 2012, aiming for a 14% reduction in bed days per calendar month and an 18% decrease in home care placements. This agenda held the promise of substantial savings, projected at up to £14 million per annum between 2015 and 2016 (Southwark and Lambeth Integrated Care, 2016).

Despite these aspirations, the agenda failed to yield the intended outcomes, with administrators recognizing diverse factors impeding the feasibility of an integrated healthcare system, including population dynamics and funding constraints. This realization prompted a recalibration of the target population to focus on the pragmatic integration of services.

Notably, the report presented by Goodwin *et al*. (2010) underscores the importance of synergistic collaboration among various stakeholders within and outside the healthcare sector. This synergy yields tangible impacts, driven by the apparent causal relationship promoted by interlocking efforts. For example, the NHS effectively centralizes data accessible to all participating agencies, facilitating streamlined patient information exchange, efficient treatment, and proactive emergency prevention. This system contrasts starkly with the current fragmented approach, incurring greater costs for healthcare authorities and taxpayers.

In conclusion, this comprehensive exploration underscores the intricate web of challenges and opportunities inherent in contemporary healthcare policy and practice, driven by the pivotal goal of achieving integrated and effective healthcare delivery.

PROBLEM ANALYSIS (USING THE ELTON MAYO HUMAN RELATION THEORY)

Healthcare integration has been extensively discussed as an agenda with the aim of providing effective healthcare services and an enhanced user experience at the lowest possible cost for all. As emphasized by Ovretveit et al. (2010), this concept underscores the aspiration for a less fragmented and more interconnected National Health Service (NHS) that ensures efficient integration. However, evidence derived from practical results presents a stark reality: the envisioned less fragmented and insular NHS, with effective integration, remains elusive, as observed by the Department of Health (2015).

In light of the Elton Mayo Human Relation Theory, which postulates that work conditions and requirements significantly impact workers' psychology, it becomes evident that organizational effectiveness hinges on the synergy between organizational goals and individual worker needs (Jarasuniene *et al.*, 2017). Elton

Mayo asserts that effective management and motivation of the human element in production lead to increased productivity through teamwork and joint-supervision. This implies a collective effort toward achieving organizational goals, where managers and leaders oversee progress while every participant contributes to achieving the common objective (Onday, 2016). This framework also aligns with the societal shift from rural to technology-based urban living, fostering interdependence among individuals for survival.

Regrettably, the desired transformation in integrated healthcare implementation remains elusive due to personal sentiments, feelings, and individual interests among those responsible for execution. Mayo's argument suggests that organizations, comprising individuals akin to social families and societies, often prioritize personal goals over group objectives and survival (Bruce and Nyland, 2011). This notion underscores that meaningful progress in integrated healthcare can only materialize when all stakeholders actively collaborate toward the initiative's success. For instance, individuals at high risk of emergency admissions should closely cooperate with their General Practitioners (GPs) to ensure adequate care, preventing avoidable emergencies that hinder NHS progress. Effective change management necessitates formulating strategies that hold all parties accountable and actively involved in the process.

PROBLEMS OF INTEGRATED CARE

A recurring issue identified by practitioners pertains to uncertainties faced by patients with complex needs, who often endure extended waiting periods for specialist advice on their condition and treatment plans. This waiting-related stress exacerbates health challenges, as Erskine et al. (2018) argue. The Department of Health (2015) underscores the escalating prevalence of multi-morbid patients in the NHS, necessitating frequent specialist assessments. Novel discoveries, unaddressed conditions, and the need for cross-hospital specialists amplify the demand for reassessment. Consequently, patients experiencing sudden breakdowns are frequently subjected to emergency admissions, incurring higher costs than if they had received timely care.

Bureaucracy poses a significant challenge in handling intricate health issues, requiring adherence to specific procedures for appointment booking, specialist consultation, and treatment. As Peckham (2014) contends, the accountability structure in the NHS has grown more intricate, fostering fragmentation within the healthcare system and impeding integrated health realization. This complexity is exacerbated by political devolution and shifts in the NHS, causing accountability challenges (Peckham *et al*., 2008). The resultant tension between service accountability and contextual needs hampers effective healthcare delivery.

ARGUMENT AGAINST INTEGRATED HEALTHCARE

Despite the tangible improvements integrated healthcare offers to delivery systems, it comes with associated costs. The initial intent behind healthcare integration is cost reduction, but practice reveals higher costs in comprehensive program implementation. The complexity of control necessitates expert involvement, entailing substantial financial investments. Moreover, participating organizations demand incentives for their healthcare professionals engaged in the program.

Douven *et al.* (2011) argue that some specialists resist leaving hospitals, particularly if compensation does not align with hospital colleagues. The unique attention GPs provide due to lower client numbers leads specialists to demand equitable pay, cognizant of the service's demands. Al-Saddique (2018) underscores the potential underutilization of the service due to costs and privacy concerns. Service users often prefer NHS security over private practice, impacting integrated service adoption.

EVIDENCE FROM GLOBAL PRACTICE

Healthcare systems worldwide confront mounting pressures from aging populations, increased chronic illnesses, rising technological costs, and multimorbidity (Struijs *et al*., 2015). The World Health Organization advocates integrated Health and Social Care—a cohesive system fusing healthcare's delivery, management, and organizations into a synchronized functional framework—as a viable solution (Maruthappu *et al*., 2015). Global experiences demonstrate the potential of integrated healthcare to enhance quality and manage costs effectively.

In the United States, the Affordable Care Act (2010) addresses complex healthcare issues for millions, focusing on qualitative care, cost efficiency, and public health management. Government incentives, such as shared savings and capitalization payments, encourage improved service delivery (Advisory Board Company, 2013). China's "family doctor policy" improved doctor-patient relationships, with contracted doctors attached to families, increasing requests for contracted family doctors (Zhao *et al*., 2017). However, initiatives like the Northwest London Integrated endeavor to improve elderly and diabetes patients' care have yet to prove their proposed benefits (Hartmann *et al*., 2011).

Boroughs like Manchester, Scotland, and Canterbury have pursued integrated healthcare in the UK, centralizing financial plans and authorities while maintaining a unified system (Struijs *et al*., 2015). Notably, Torbay's (South-West England) shared budget and coordinated care coordination led to improved healthcare quality (Struijs *et al*., 2015).

CHANGE MANAGEMENT IN THE NHS AND UK HEALTH SYSTEM

A system has been described as a set of connected elements that combine to form a whole instead of just being individual parts (Vemuri and Bellinger, 2017). Since organizations are composed of various elements and interactions occurring simultaneously, understanding the workings of these interactions and interconnections is crucial for organizational effectiveness. While many approaches to change in the literature suggest that change is coherent, controlled, and orderly, the reality within organizations often involves chaos, irregular events, and unexpected combinations (Cummings *et al*. 2016). Given this context, effecting change in London's currently flawed integrated healthcare system necessitates proper planning. Given the diverse forms of change, it's essential to comprehend the on-ground situation and select the appropriate change strategy from the available options.

Various authors have proposed different approaches to change management, and one prominent figure in change management literature is Ackerman (1997), who identified three types of change. The developmental change focuses on correcting organizational aspects, particularly process improvement. Transitional change aims to attain a desired state in operational processes, different from the current state. On the other hand, transformational change is radical and entails changing modes of operation, including structure, culture, and strategy. Considering the current state of the integrated health system in the UK, the most suitable change strategy appears to be the transitional approach, as proposed by Lewin (1951) in his three-stage change process.

Given the factors contributing to the ineffective implementation of integrated healthcare in the NHS and the UK overall, Lewin's three-stage change strategy is recommended for reforming the strategy and enhancing integrated healthcare.

The *first step* in this process involves unfreezing the current practices. This entails scrutinizing operational aspects that require change, determining necessary changes, and creating a compelling case for the change. In the context of integrated healthcare, a major aspect needing change is the fragmentation of services. While the NHS manages certain segments through public funds, local Health Authorities oversee other aspects, resulting in ineffective service delivery. Healthcare services should be centralized and funded uniformly to enhance efficiency, enabling the NHS to handle patients more effectively. Centralized records management would also improve the management of individuals with severe health conditions and prevent unnecessary emergency admissions. Centralized funding also facilitates better healthcare delivery planning compared to the current situation, where various government agencies are responsible for different aspects.

The *second step* involves communicating the change and involving stakeholders. This stage is pivotal for successful change, as the human element is essential. Hussain *et al*. (2018) underscore the importance of actively engaging all stakeholders in every decision-making stage, particularly health workers who directly interact with patients. This phase also promotes an open system where information, resources, finances, and other materials that foster effectiveness are shared among stakeholders and their environments. Moreover, this phase fosters organizational learning, establishing behavioural patterns based on the new ideology.

The *third step*, the refreezing stage, entails operationalizing the new process within the organizational culture. During this stage, the NHS directly assumes responsibility for integrated health. Information flows from NHS management to participating healthcare centers, and the NHS management reports to Health Authorities. Additionally, this phase involves training workers and healthcare centers to solidify the new process and enhance its effectiveness.

CONCLUSION

This report delves deeply into the challenges and potential benefits of integrated care, highlighting the importance of centralizing healthcare funding and management to achieve effective integration. In the midst of fragmented initiatives, centralization stands out as a potent solution. The prevailing fragmentation in funding and administration within the NHS has impeded the success of diverse initiatives aimed at establishing an integrated healthcare system in the UK. To address the barriers impeding the successful implementation of integrated healthcare, the following recommendations are imperative for delivering cost-effective and high-quality healthcare services in London:

i. Centralize resources through the NHS to facilitate the delivery of integrated healthcare, eliminating disparities between the management of the NHS and local health authorities.
ii. Establish performance standards for participating organizations, ensuring each firm commits to meeting or surpassing these standards.
iii. Introduce incentives for providers who demonstrate improved service delivery based on mutually agreed-upon benchmarks.
iv. Institute fines for non-compliance, integrating them into agreements to uphold service standards and accountability.

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