

Parental Influence on Providing Education to Children With Special Needs

Vidushi Lakdev Ranathunga, Development Officer

Abstract

It has been noted that there are less participations of special needy peoples in any sector of Sri Lanka. There may be more appropriate reasons for this less participation. One of the most important factors is insufficient qualifications to fulfil the recruitment process to get into the job or the profession. One factor of the insufficient qualifications is not having education in their childhood and not channelling for secondary and high education. The problem is why the parents of children with special needs are that much disconnected from the education opportunities available for Children with Special Needs in Sri Lanka. People of the society try to escape or hide from obstacles they can never win over the obstacles. Since most differently able children grow up among their family from a very young age, parent's choices directly influence a child's physical, mental and personality development.

While the government spending tremendous amount of money for the education of special need children, why most of parents do not use those opportunities for the wellbeing of their children and make them up to the level of having equal opportunity to be selected for professions specially have created for them? Purpose of this research is to find out

influencing factors the parents to the education of Children with Special Needs and to make recommendation to improve level of life condition. Specifically, to identify education availabilities and level of using of education facilities for children with special needs in Sri Lanka and to identify the influencing factors of the parents.

Education availabilities for children with special needs can categorize in three main streams such as primary education, secondary education, and vocational education. 10.6% of school-aged children in Sri Lanka who have disabilities, 10.2% do not attend school because of their disability, meaning only 0.4% of these children attend school. That mean the level of using education facilities is only 3.85% by the children with special needs.

End of the research it was identified the parental factors which are effected to the influence to the education of special need y children under three main themes of 'Parent and family factors', 'Child factors' and 'Societal factors and sub themes of them such as, Parents' beliefs, Parents' perceptions, Parents' current life contexts, Age of children, Learning difficulties and disabilities, Behavioural problems, Parental attitude on community and Economic factors.

Keywords: Children, Special Needs, Education, Parents

Introduction

In Sri Lanka, some of the sectors have taken necessary provisions for special needy peoples to get involved with the business of the sectors. These sectors have provided opportunities to engage with them in different and special ways. Even though, there are these chances, it has been noted that there are less participations of special needy peoples in those sectors. There may be more appropriate reasons for this less participation of special needy peoples. One of the most important factors is insufficient qualifications to fulfil the recruitment process to get into the job or the profession. One factor of the insufficient qualifications is not having education in their childhood and not channelling for secondary and high education. The problem is why the parents of Children with Special Needs are that much disconnected from the education opportunities available for Children with Special Needs in Sri Lanka.

As per the Ministry of Education 10.6% of Sri Lankan children have special needs. Only 3.77% of these Children with Special Needs are received special education which is available for them (UNICEF ROSA, 2007). In other words it says that 96.33% Children with Special Needs are not educated while they have opportunities to have. The meaning of this statement is even though, special education exists in Sri Lanka a lot of Children with Special Needs do not receive special education. There is an issue, while there are more programmes conducted by relevant authorities why related people do not use them and what are the reasons for that? Some of the reasons can be outlined as misguided beliefs, lack of knowledge about special education, social attitude towards children with special needs, family problems, medical problems, rights problems, religious or moral problems, empowering problems, and economic problem etc.

The society tries to create a strange picture about children with special needs. Parents, who cannot tolerate this reputation, tend to keep their children inside. Hence, the child loses the chance to receive education. This type of issue is categorised as a social problem. Some children with special needs become ill frequently. Therefore, they will not be able to continue their education for a long time. This type of issue is categorised as medical problems. Do these children lose their opportunity to be educated because of these types of problems or because of some other problems like rights problems, religious or moral problems, empowering problems, or economic problems or especially of some family problem?

Rationale of the Study

People of the society try to escape or hide from obstacles they can never win over the obstacles. (Social Welfare Ministry, 2003 August, Policy for disability) Since most differently able children grow up among their family from a very young age, parent's choices directly influence a child's physical, mental and personality development. Basically, children with or without good conscious and children with long term and short-term memory issues can be included in this. Children with special needs, need to be diagnosed before the conditions worsen or stay on for prolonged periods, and introduced into necessary education processes. However, most adults do not introduce their children with special needs into educational programmes until they are 13 or 14 years old.

Some children have different abilities, and they perform their day-to-day activities in different ways, because of the abnormalities of their part of the body or the special condition of the brain. However, most of the time they have special abilities than normal children in some areas. It has been identified by the governments as well as non-government organizations of requirement of teach and help to develop these capabilities and use for the benefits of their lifetime.

In addition to that the mean of a society is a collection of different people. In other words, people with special needs and people without special needs belong to our society. It says that each person of the society must have equal opportunity for the rights which have human beings without depend on the abilities they have or not. The set of human rights adopted by the United Nation in 1948 says education is the right of all. (Kumudinee Iddamalgoda, 2016) In this manner, children with special abilities also must have same opportunity to enhance their knowledge and improve their skills. Integrated education is the process of teaching those life skills to children with special needs.

It was introduced in Sri Lanka by the Ministry of Education in 1967. With the support of the government of United State and the Tennessee University of USA it has conducted a special teacher training programme and has trained number of teachers to teach children with special needs. Education Ministry has introduced special education units in selected school island wide in 1971.

The Special Education Centre under the National Education Institution was started in 1988 under the Teaching education department in 1988. Later, in 1991, the Special Education Centre was reinstated as the Special Education Department. Special education department extended its work throughout the island and introduced special classroom for special needy students in identified schools and published lot of text books and other material needed for special education.

The Special Education Centre under the National Education Institution provides instructions and information to parents of differently able children according to their age levels as well as their skills. There are special concerns on the speciality of the children as well as the different abilities what they have specially. In addition to that the Special Education Centre introduced some programme to train and educate the parents. In the same time the Special Education Centre works to bring the mental comfort of the parents of differently able children, and provides counselling to parents to identify the strengths and weaknesses of differently able children. The department has also taken steps to provide guidance to parents to keep these Children with Special Needs in mode of they are also important part of the family. And the Special Education Centre has taken necessary steps to teach the children to become an independent person.

In addition to that it has taken necessary action to facilitate to children with vision issues by providing Braille medium for education as well as examination system of the country, Braille rule guidance for Braille medium, High Braille Indexing System for Braille publication, etc. At the same time, it has introduced education publications for minor visionary persons. The Special Education Centre has introduced sign language for children with hearing issues. Steps were taken to create Sri Lankan Sign Dictionary for reading and videos for mathematics. Separate steps were taken to help children with autism, children with brain deficiencies, and children's multiple deficiencies to overcome challenges in life.

By the way most pessimistic parents believe that, they got these children with disabilities due to their bad luck. Hence, they spend a huge amount of money and time on traditional treatments named as *bali-thovil*, or *shanthikarma*. Some time, some of them believe the disability will solve by the nature in future without any treatments or influences. Therefore, they wait until the child become normal to send them to education. At the same time these parents neglect this special education, are thinking education is only teaching to write and read while forgetting that special education is also learning to make their children capable to live without more support of another person.

Statement of the Problem

While the government spending tremendous amount of money for the education of special need children, why most of parents do not use those opportunities for the wellbeing of their children and make them up to the level of having equal opportunity to be selected for professions specially have created for them?

Purpose of the Study

Purpose of this research is to find out influencing factors the parents to the education of Children with Special Needs and to make recommendation to improve level of life condition using education facility by studding the education availabilities for Children with Special Needs in Sri Lanka and identify the level of using of education facilities by them.

Main Objectives

The overall objective of this research is to identify education availabilities for Children with Special Needs in Sri Lanka and to identify the level of using of education facilities for them in Sri Lanka and to identify the influencing factors the parents to this education and finally to make recommendation to improve level of using education facilities which are available in Sri Lanka for Children with Special Needs.

Specific Objectives

1. To identify education availabilities for Children with Special Needs in Sri Lanka.
2. To identify the level of using of education facilities for Children with Special Needs in Sri Lanka.
3. To identify the influencing factors the parents to the education of Children with Special Needs.
4. To make recommendation to improve level of using education facilities which are available in Sri Lanka for Children with Special Needs.

Research Questions

There are three main research questions to achieve the objectives of this research. The research questions are.

1. What are the education availabilities for Children with Special Needs in Sri Lanka?
2. What is the level of using of education facilities for Children with Special Needs in Sri Lanka?
3. What are the influencing factors the parents to the education of Children with Special Needs?

Conceptual framework

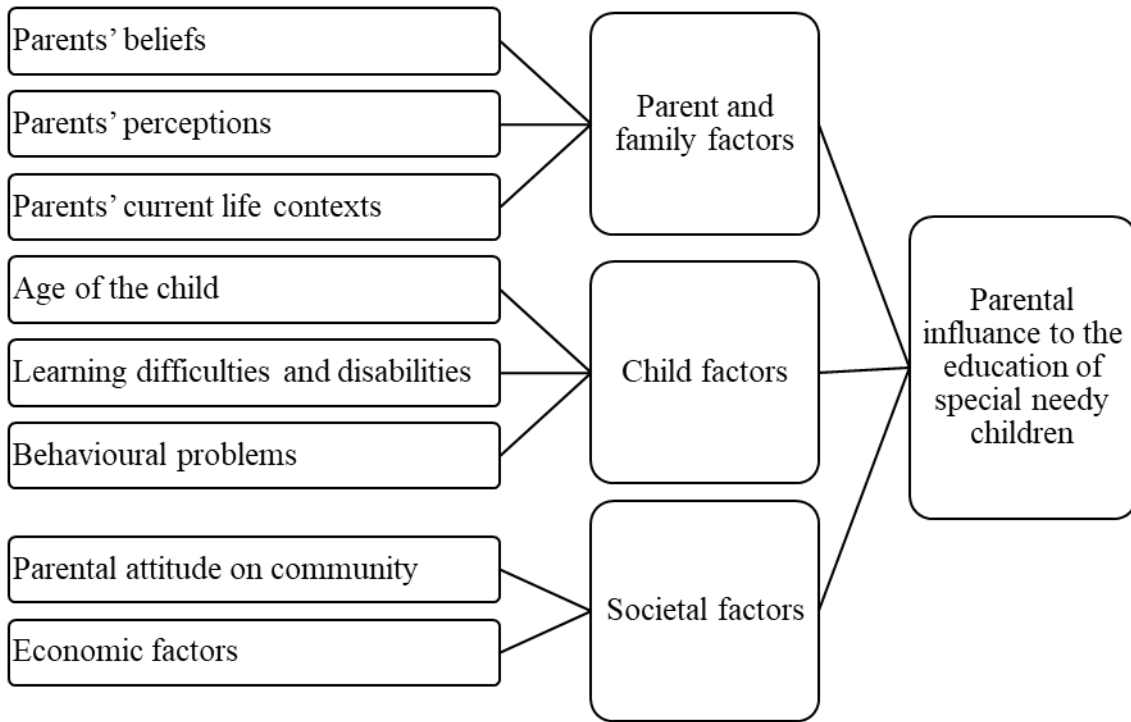


Figure 3.1: The Research Framework

Research Design

The main aim of this study is to explore the involvement of parents to the inclusive education of children special needs in Sri Lanka, from the perspectives of influencing to the Children with Special Needs' life condition. This study focuses on the influencing factors to the education of children with intellectual disabilities as well as physical disabilities. This research involved participation of eighteen (18) parents of children with special educational needs and three (03) primary school teachers of special needy education units. Participants' attitudes and experiences of inclusion in education were investigated, in order to highlight the main issue, both positive and challenging, associated with actively achieving inclusive education for all children in primary schooling. This chapter describes the chosen research design and the methodology employed by the researcher in order to carry out the study. Details of the sampling procedure are outlined, as well as the data collection and data analysis techniques used. The chapter also discusses ethical considerations and limitations to the study.

According to Hancock and Algozzine (2006), the selection of a research design is determined by how well it allows full investigation of a particular research question. For the purpose of this study, a qualitative research design was chosen. The main goal of qualitative research is to understand the situation that is being investigated from the participant's perspective rather than the researcher's perspective - this is referred to as the 'emic', or insider's perspective (Hancock and Algozzine, 2006). Thus a qualitative approach was adopted as it best supports the aim of gaining greater understanding of parental influences on inclusive education for Children with Special Needs, from the perspectives

and experiences of those involved, namely teachers and parents of children with particular intellectual and physical disabilities. Hegarty (1989, as cited in Punch 2006, p.110), maintains that many topics in special education are best explored by means of qualitative methods of inquiry (Callan, Louise, 2013).

The qualitative methods employed in this study are primarily phenomenological in nature, whereby human 'lived experience' is examined, providing a deeper understanding of a particular way of life and how it is experienced by those being studied (Creswell, 2011). Hancock and Algozzine (2006) describe phenomenological studies as those which "explore the meaning of several people's lived experiences around a specific issue or phenomenon". The experiences of different people are analysed to describe the essence or central meaning of a phenomenon, such as the essence of being a minority group in a demographic majority setting. Hence this study sets out to explore the essence of parental influences on inclusive education for Children with Special Needs with intellectual and physical disabilities in a demographic majority primary school. (Callan, Louise, 2013)

Sampling Procedure

A combination of sampling techniques was used for this study. Convenience sampling was used as the researcher selected three schools which have special need education units for primary classes, two (02) of them situated in Dompe Divisional Secretariat area and other situated in Mahara Divisional Secretariat area to which personal affiliation existed prior to the study. Purposive technique was also employed as the researcher wanted to gain insight from teachers who were (i) in primary schools and (ii) had experience of working with children with intellectual and physical disabilities. The study also required insight from two types of parents. First type of parents who (i) had a child with special educational needs, who was (ii) attending a school with a special need education unit. Second type of parents who (i) had a child with special educational needs, who (ii) do not attend a school with a special need education unit. In order to invite candidates to take part in the study, contact was made initially with the principal of the schools and thereafter contact was made with parents who are sending their child to school, for the purpose of getting contact with the parents who do not sending their special needy child. Using a network sampling technique, they were asked to communicate the information and invitation to participate to teachers and to parents of students with special educational needs attending these schools. This technique was believed to be most appropriate for recruiting parent participants in particular as the school principals would be "known to potential respondents and trusted by them" (Lee 1993). Contact was made with each school in person, whereby a letter from the researcher, along with a requesting letter from National Institute of Social Development and an information sheet outlining the purpose of the study and details. Research consent forms were distributed to the schools and the researcher stressed the voluntary nature of participation and assured confidentiality to all research participants.

A small-scale sample of eighteen (18) parents was also selected by the researcher. Nine (09) of these parents are sending their child to school for special education. Others who are not consume the opportunities available for their children. The participants were contacted through the school principals, teachers and who are attending school frequently. It was important to approach parent-participants in a sensitive manner and provide detailed information about the purpose and content of the research, as information about their children would be presented in the study. Confidentiality and anonymity of children, family and school was reiterated to all participants at this point.

The Sample

Sample One.

It was selected primary school teachers who are teaching Children with Special Needs of primary schools as sample one. Aim of targeting this sample is to be having an unbiased idea about the situation. This sample of teachers for individual interviews consisted of primary school teachers, all of whom were female with number of years teaching experience varied from those very recently qualified to those with over twenty (20) years of experience. All teachers had experience of working with children with special educational needs within a special education unit.

Sample Two.

Parents of Children with Special Needs were getting as the sample two. Aim of targeting this sample is too having first hand ideas about the situation. The sample of parents consisted of fourteen (14) females and four (04) male. For four parents. There were two group of parents selected. The parents of the first group, their children were already attending these primary schools. The Parents of the second group who do not send their child to school.

Data Collection Methods

It was planned to gather data using both focus group method as well as individual interviews method. Even though, planned to do so it was difficult to get them in to a group because all of them were in busy schedules. In addition to that they were annoyed to sit with others. Therefore, data was gathered using individual interview methods.

To gain an honest and deep understanding of the reality of influencing factors the parents to the education of Children with Special Needs, it is essential to obtain personal insight. "Interviews yield rich insights into people's biographies, experiences, pinions, values, aspirations, attitudes and feelings" (May 2001, p.120). More than just an interesting conversation, Dexter (1970, cited in Bell, 2010) describes an interview as 'a conversation with a purpose'. A semi-structured rather than structured interview was used by the researcher as it was thought to allow more freedom within the conversation, for both interviewer and interviewee, yet still allow for comparability when analysing the data.

Individual interviews were conducted with three primary school teachers and eighteen parents of children with special educational needs [twenty-one interview participants in total]. The duration of individual interviews varied from forty-five minutes to one hour. Interviews with teachers and some parents took place on school premises, after school hours. For other parents, the researcher visited the homes of participants to conduct interviews. Again, confidentiality was reiterated to all participants before commencing the interview.

Ethical Considerations

Social researchers must have a responsibility for drawing up and conforming to a set of ethical guidelines (May 2001). They should employ accurate methods of data gathering and analysis; make use of relevant research methodology; report data accurately; and avoid fabrication and falsification of data – which is misconduct (Sarantakos 2005). Secondary data sources were carefully selected for review, identifying literature which displayed academic integrity, and the researcher was mindful to avoid plagiarism or 'inappropriate use of data belonging to other researchers' (May 2001) in presenting information.

Regarding social research, researchers must respect participants' rights to anonymity, confidentiality and privacy, and give participants clear information regarding the study. Concern for the welfare of participants is essential - their mental, physical health and safety, embarrassment, discomfort. Participants should not be deceived in any way (Sarantakos 2005). The researcher communicated openly and honestly with all participants in this study. This information also stated that anonymity and confidentiality were paramount, and that participation was voluntary, thus withdrawal from the study at any stage would be met with understanding and without prejudice. Contact details for the researcher were also given, for any further questions. Participants did avail of this and all questions were answered promptly and honestly. All information – written and recorded – was stored securely, with access available only to the researcher. Names have been changed and no information presented in this research allows participating individuals to be identified. Person's right to confidentiality has been conformed with and clearly communicated to all participants in the study.

Researching children's experiences demands a respect for each child as a 'unique and valued experience of his or her world' (Greene and Hogan 2005). No children were interviewed for this study. The researcher was very much aware however, that a respectful and sensitive approach was appropriate when approaching and speaking with parents, particularly where children may be in a vulnerable position. As interviews were conducted in the homes of parents, the researcher had the pleasure of meeting the children in question. However, conversations were informal and at no point were any children engaged in conversation for the purpose or benefit of this study.

Limitations

Due to the time limitation and the budget unavailability the research was geographically limited the closer distance to reach for the researcher Divisional Secretariats of Dompe and Mahara. And the sample was limited to the twelve (12) families with Children with Special Needs. Due to the small-scale sample of this study, it cannot be assumed that the findings are representative of all in the country, or representative of the attitude or experience of all teachers. It certainly cannot be said to be representative of the experience of all children with special educational needs. It was not the intention of the researcher however, to make generalisations but rather to portray the reality of inclusive education as experienced by a chosen group of participants, in this way allowing the reader to explore more "subjective patterns of personal, group or organisational experience" (Davies 2007, p.148). The aim of this research was to gain teacher and parent perspectives on the concept of parental influencing factors and gain personal insight into the reality of parental influencing factors for children with intellectual and physical disabilities. Despite the small-scale sample therefore, and varying levels of ability of the children, the researcher is confident that this study adequately represents both the positive and challenging aspects of inclusive education as experienced by teachers and parents of children with disabilities.

Findings and Discussion

The ultimate objective of this research was to identify the influencing factors the parents to the education of Children with Special Needs. For the conceptualization of this objective, it was differentiation in to four specific objectives. Those specific objectives were (1) to identify education availabilities for Children with Special Needs in Sri Lanka, (2) to identify the level of using of education facilities for Children with Special Needs in Sri Lanka, (3) to identify the influencing factors the parents to the education of Children with Special Needs and (4) to make recommendation to improve level of using education facilities which are available in Sri Lanka for Children with

Special Needs. The first three objectives are to learn something, and the last objective is to make recommendations based on understandings what gained from learning of first three objectives.

The identification of education availabilities for Children with Special Needs in Sri Lanka was done mostly through literature review. It has broadly discussed in Chapter 02, under sub chapter 2.3: Education for Children with Special Needs in Sri Lanka. The main finding of that review was there are enough and comprehensive opportunities available for Children with Special Needs in Sri Lanka. The education availabilities for Children with Special Needs in Sri Lanka can categorized in three main streams: (1) Primary education for Children with Special Needs, (2) Secondary education for Children with Special Needs and (3) Vocational education for Children with Special Needs.

The identification of level of using of education facilities for Children with Special Needs in Sri Lanka was completely done through literature review. It has discussed in Chapter 02, under sub chapter 2.3: Education for Children with Special Needs in Sri Lanka.

Those identified factors through literature reviews were tried to verify through the research done by the researcher. Therefore, it became as another learning part of this research. At that point, there were three main research questions to achieve the objectives of this research. Finally the research questions were; (1) what are the education availabilities for Children with Special Needs in Sri Lanka, (2) what is the level of using of education facilities for Children with Special Needs in Sri Lanka and (3) what are the influencing factors the parents to the education of Children with Special Needs?

At the outset the data from transcripts of individual interviews was collated by the researcher and thematically analysed. Consequently, the researcher began by reading the transcripts repeatedly, to gain greater understanding of the common themes that were emerging. The data was then coded by themes, as opposed to coding by participant, as this allowed the researcher to identify common responses as well as differences that arose between interviews. The coded data was then grouped under three main themes deemed to be appropriate and consistent with the main aims and objectives of the research. The themes are; (1) Parent and family factors – which results to the influence to the education of Children with Special Needs as per the beliefs of parents, perceptions of parents and current life contexts of parents; (2) Child factors – which results to the influence to the education of Children with Special Needs as per the age of the child, learning difficulties and disabilities of the child and behavioural problems of the child; and (3) Societal factors – which results to the influence to the education of Children with Special Needs as per parental attitude on community and economic factors.

Findings

Based on the data gathered from literature reviews as well as data collected from the interviews and analysis done by the researcher findings are presented hereafter.

Identified Education Availabilities for Children with Special Needs in Sri Lanka

The finding of research in this regard was, there are enough and comprehensive opportunities available for Children with Special Needs in Sri Lanka. Those education availabilities for Children with Special Needs in Sri Lanka can categorized in three main streams: (1) Primary education for Children with Special Needs, (2) Secondary education for Children with Special Needs and (3) Vocational education for Children with Special Needs.

Primary Education for Children with Special Needs in Sri Lanka

There are two types of primary education availabilities for Children with Special Needs in Sri Lanka, (1) Primary Schools for Children with Special Needs and (2) Schools with special education units for children of the age of primary level. It was identified twenty-five (25) primary schools for Children with Special Needs (Appendix 01) island wide. (Layanal P. Hathurusingha, 1999) These primary schools do not fairly distribute all over the country and were not sufficient to fulfil the requirement of the nation. Nevertheless, as discussed with details under literature review at the chapter two, it was identified 403 Normal schools having special education units for Children with Special Needs of the age of primary level (Appendix 02) island wide. (Special need Unit in Sri Lanka School, Statistic Branch, Education Ministry, 2017)

Secondary Education for Children with Special Needs in Sri Lanka

As same as discussed in primary education, there also two type of education opportunities for Children with Special Needs in the age of secondary level; (1) Secondary Schools for Children with Special Needs and (2) Schools with special education units for children of the age of second level. The all twenty-five (25) schools for Children with Special Needs (Appendix 01) which have primary education continue with secondary education. (Layanal P. Hathurusingha, 1999) In addition to that it was identified 481 normal schools having special education units for Children with Special Needs of the age of secondary level (Appendix 03) island wide. (Special need Unit in Sri Lanka School, Statistic Branch, Education Ministry, 2017)

Vocational Education for Children with Special Needs in Sri Lanka

Even though there are some number of schools or special education units with providing fair opportunities for Children with Special Needs, it was recognized that opportunities for vocational education for Children with Special Needs is insignificant in Sri Lanka. There are only six (06) vocational training centres (Appendix 04) for children with disabilities. (Vocational training centres 2017). Most of them are situated in the western part of the island. These all-vocational training centres for children with disabilities are maintaining by the Department of Social Services under the Ministry of Social Empowerment and Welfare. These vocational training centres are conducting several training courses for children with disabilities. Some of them are; (1) Refrigerators & Air Conditioning Carpentry, (2) Electronic Computer, (3) Foot Wear & Leather Work Sewing, (4) Rattan & Coir Work Artificial Goods, (5) Food Technology Wood Carving, (6) Therapeutic Massage (7) Agriculture Electronics, (8) Wood Technology Sewing, (9) Bakery & Pastry Computer (10) Tailoring Carpentry, (11) Construction Technology Batik Industry, (12) Sewing Computer, (13) Motor Mechanism Leather Work, (14) Beauty Culture (15) Electronics (16) Masonry, (17) Machinery, (18) Electrical, (19) Carpentry, (21) Auto Painting, (22) Welding (23) Education at early childhood (Individual / Group Classes), (24) Daily Living Skills, (25) Social Skills, (26) Multiple. (Vocational training centres, 2017).

Level of using of Education Facilities for Children with Special Needs in Sri Lanka

One of the findings of the research through literature review is that, there are 10.6% of school-aged children in Sri Lanka who have disabilities. Participation to education among children without disabilities is 95% for children in the age of primary level (between 5-14 years age group) and 65% in the age of secondary level (between 15-19 years age group). Nevertheless, participation to education among children with disabilities is 95%. Only 0.4% of school-aged children in Sri Lanka who have

disabilities attend school. That mean the level of using education facilities is only 3.85% by the Children with Special Needs in Sri Lanka.

Identified Influencing Factors the Parents to the Education of Children with Special Needs

Data analysis was done as per the theories discussed in chapter 02 and the conceptual framework introduced in chapter 03. Data collected of the interviews from the sample one; primary school teachers who are teaching Children with Special Needs in primary school (Appendix 05). Data collected of the interviews from the sample two, parents of Children with Special Needs. These samples consisted with two types of parents; (1) who are sending their children for education of Children with Special Needs and who do not send their children for education of Children with Special Needs (Appendix 06).

The main findings of the research, under each of these themes, are presented in bellow and discussed further in chapter five, in line with the literature review.

The main finding under the factors of parent and family factor as follows:

Parents' Beliefs

Some beliefs of parents are directly impact on the influence on the education of Children with Special Needs in Sri Lanka. All teachers who were provided response for the research said that there are impacts of parents' beliefs such as; (1) parents do not like to expose the child to society and (2) these parents believe some myths such as the child become normal future on. All the parents agreed that factor and said that they do not willing to expose your child to the society. Most of (100%) parents' belief that, their children will be normal naturally and they are waiting to send their children until that.

Parents' Perceptions

All teachers said that parents' perceptions such as (1) teaching to Children with Special Needs is impossible, (2) treatments is needed than education (3) primary education is more than enough for special need children (4) special needy people cannot works, therefore vocational education is not needed, are directly impact to the influence to the education of Children with Special Needs. 77.78% parents agreed the factor of teaching to Children with Special Needs is impossible. Most of (83.33%) parents said that, their main concern is treatment of children not the education. 77.78% parents do not want to continue education of their children after primary education. All parents who participated for the research said that special needy people cannot work, therefore vocational education is not needed.

Parents' Current Life Contexts

All teachers' belief that the parents' life contexts such as (1) education level of parents, (2) income level of parents and (3) social uprights of parents. As per their experience, the parents who do not have proper education or parents who do not uprights in economically or socially are negatively influence the education of Children with Special Needs than the parents who have high educations confidence or economically uprights or socially uprights. These teachers said that special needy children of educated parents have more opportunity for education. However, the researcher did not plan to identify the idea of parents in this manner based on ethical matters.

Age of Children

All teachers have same experience in this manner, the age of children is a matter of influence of parents to the education of Children with Special Needs. All parents agreed their influence is a matter

based on these factors; (1) parents do not like to send this children in small age, (2) some parents think their (special needy) children are over-aged to send primary school, (3) some parents think that, their (special needy) children are small to send secondary schools which are located far away from their residences.

Learning Difficulties and Disabilities

The teachers said that (1) some parents think that, their (special needy) children cannot learn because of their difficulties and disabilities, and (2) some parents think that, their (special needy) children cannot make attention or understand because of their difficulties and disabilities. 94.44% parents were agreed with first factor and 83.33% of parents were agreed with second factor.

Behavioural Problems

“Behavioral problems of Children with Special Needs’ are matters for the influence of their parents” To say like that the teachers were highlighted following factors. (1) Lot of parents cannot tolerate the learning slowness of their (special needy) children, (2) lot of parents cannot tolerate abnormal behaviour of their (special needy) children, such as aggressiveness, attachment to the teacher than parents and (children’s) uncommon social activities. 94.44% of parents agreed with first factor and 88.89% of parents were agreed with second factor.

Parental Attitude on Community

All of the teachers believe that parental attitude on the community is a matter of their influence on the education of their Children with Special Needs. The factors what they allege are (1) most of parent refuses to have sympathy of community, (2) some parents think community insult their (special needy) children, (3) some parents think community will get their (special needy) children as a joke, (4) most of parents think their (special needy) children become a problem for the community. 77.78% of parents agreed with first factor, 83.33% of parents were agreed with second factor, 94.44% of parents agreed with third factor and 88.89% of parents were agreed with fourth factor.

Economic Factors

What all the teachers said is (1) most of parents of Children with Special Needs think they have to spend more for their (special needy) children’s education and (2) some parents think government would not spent for their (special needy) children’s education. 83.33% of parents agreed with first factor and 77.78% of parents were agreed with second factor.

Conclusion

It was conducted the research based on three (03) main themes. Each main theme comprised with three (03) to four (04) sub teams. Finally, it was identified the factors which are effected to the influence to the education of special need y children such as;

1. Parent and family:
 - a. Parents’ beliefs
 - i. Parents do not like to expose the child to society
 - ii. Parents believe some myths such as the child become normal future on.
 - b. Parents’ perceptions
 - i. Teaching to Children with Special Needs is impossible

- ii. Treatments is needed than education
- iii. Primary education is more than enough for special need children
- iv. Special needy people cannot work, therefore vocational education is not needed
- c. Parents' current life contexts
 - i. Education level of parents
 - ii. Income level of parents and
 - iii. Social uprights of parents
- 2. Child factors:
 - a. Age of children
 - i. Parents do not like to send this children's in small age
 - ii. Parents think their (special needy) children are over-aged to send primary school
 - iii. Parents think that, their (special needy) children are small to send secondary schools which are located far away from their residences
 - b. Learning difficulties and disabilities
 - i. Parents think that, their (special needy) children cannot learn because of their difficulties and disabilities
 - ii. Parents think that, their (special needy) children cannot make attention or understand because of their difficulties and disabilities
 - c. Behavioural problems
 - i. Parents cannot tolerate the learning slowness of their (special needy) children,
 - ii. Parents cannot tolerate abnormal behaviour of their (special needy) children, such as aggressiveness, attachment to the teacher than parents and (children's) uncommon social activities
- 3. Societal factors:
 - a. Parental attitude on community
 - i. Parent refuses to have sympathy of community,
 - ii. Parents think community insult their (special needy) children,
 - iii. Parents think community will get their (special needy) children as a joke,
 - iv. Parents think their (special needy) children become a problem for the community
 - b. Economic factors
 - i. Parents of Children with Special Needs think they must spend more for their (special needy) children's education
 - ii. Parents think government would not spend for their (special needy) children's education

Suggestions

The main finding of this research is there is a considerable impact on the education of children with special needs by their parental influence. And the identified factors for this influence are mostly based of parents' beliefs and perceptions and parents' current life contexts. Therefore, the researcher would like to recommend that there should be continues awareness programs for the community about the importance of education for children with special needs. As well as it should be promoting the educational availabilities for children with special needs. It was identified that most of parents do not know about the vocational training opportunities for children with special needs. In addition to that parents do not have proper understand on the professional opportunities available in Sri Lanka. Based

on this situation the researcher would like to recommend to relevant authorities to introduce national propaganda program to make a sound about the availabilities of education and job opportunities for people with special needs.

REFERENCES

Book

- Ainscow, Mel. & Giorgis, Memmenasha H, (1998) *The education of children with special Needs*
- Bauman, Samuel, (2004) *Parents of children with Mental Retardation.*
- Callan, Louise. (2013) *A case study examining the inclusion of children with special educational needs in a mainstream primary school [M.Ed. dissertation]. Dublin: Trinity College Dublin;*
- Gulliver, Katherine, (2016) *Parents perceptions of social inclusion for children with Williams's syndrome.*
- Hathurusingha, L. P. (1999) *Special Schools for disable children in Sri Lanka, Susara Advertising.*
- Hancock, Dawson R. (2006) *Doing case study research: a practical guide for beginning researchers,* 31, p 1
- Hornby, Garry. & Lafaele, Rayleen, (2011) *Barriers to parental involvement in education*
- Jackson, Jeffrey B., (2004) *Parents coping methods for managing stresses experienced following out - of - Home Placement of a child with developmental Disabilities.*
- King, Gillian. & Law, Mary. & Hanna, Steven. & King, Susanne. & Hurley, Patricia. & Rosenbaum, Peter. & Kertoy, Marilyn. & Petrenchik, Terry, (2006) *Predictors of the Leisure and Recreation Participation of children with physical Disabilities.*
- Konza, D. (2008) *Inclusion of students with disabilities in new times.*
- Kraus, Lewis. (2017) *2016 Disability Statistics Annual Report. Durham, NH: University of New Hampshire*
- Law, M. & Hanna, S. & King, G. & Hurley, P. & King, S. & Kertox, M. & Rosenbaum, P. (2003) *Factors affecting family - centred service deliver for children with disabilities.*
- Mcgraw Arch O. Heck, (1940) *The Education of Exceptional children, Hill Book Company – INC, New York and Landon*
- Michailakis, D. & Reich, W. (2009) *Dilemmas of inclusive education. European Journal of Disability,* 3, 24-44.
- Mohoney, Gerald. & Kaiser, Ann. & Girolametto, Luigi. & Macdonald, James. & Robinson, Cordelia. & Safford, Philip. & Spiker, Donna. (1999) *Parents Education in Early Intervention, Published by Hammill Institute on Disabilities.*
- Sonnenwald, Diane H. & Invonen, Mirja. (1999) *an Integrated Human Information Behavior Research Framework for Information Studies*
- Suleymanov, Farid. (2014) *Academic achievement of students with special needs in inclusive education.*
- Wallin, Wallacy J. E. (1995) *Education of mentally Handicapped children, Harper & Row, publishers New York and Education*

Web

- Autism, (n.d.), Retrieved August 12, 2017, from <https://en.wikipedia.org/wiki/Autism>
- Disabilities, (n.d.), UNICEF, (2017, August 07), Retrieved August 12, 2017 from <https://www.unicef.org/disabilities/>
- Disability, The World Bank, (2017, March 29), Retrieved August 12, 2017 from <http://www.worldbank.org/en/topic/disability#1>

- Down syndrome, (n.d.) Retrieved August 12, 2017, from https://en.wikipedia.org/wiki/Down_syndrome
- Education in Sri Lanka, (n.d.), Retrieved August 12, 2017, from https://en.wikipedia.org/wiki/Education_in_Sri_Lanka
- Education, (n.d.), Retrieved August 12, 2017, from <https://en.wikipedia.org/wiki/Education>
- Give us opportunities. Disability is not inability, (n.d.) UNICEF, (2013, May 30) Retrieved August 12, 2017 from https://www.unicef.org/srilanka/2013_SOWC_Launch_Media_Release.pdf
- Iddamalgod, Kumudinee, (2016) for children with special education, Upali Publication, Retrieved August 12, 2017, from www.divaina.com/2016/08/29/gurusitha02.html
- Mawbima news article, (n.d.) Retrieved November 28, 2017, from [http://www.wedabima.lk/Mawbima news article](http://www.wedabima.lk/Mawbima_news_article),
- Muttiah, N., Drager, K. D. R. & O'Connor, L., (2016), Special Education in Sri Lanka: A snapshot of three provinces, Retrieved August 12, 2017 from <http://dsq-sds.org/article/view/4388/4310>,
- Muttiah, N., Drager, K. D. R. & O'Connor, L., (2016), Special Education in Sri Lanka: A snapshot of three provinces, Retrieved August 12, 2017 from <http://dsq-sds.org/article/view/4388/4310>,
- Special Needs Children, (n.d.), Work in Sri Lanka, Retrieved August 12, 2017, from <http://workinsrilanka.lk/education/special-needs-children/>
- Special needs, (n.d.), Retrieved August 12, 2017, from https://en.wikipedia.org/wiki/Special_needs
- Visual impairment, (n.d.) Retrieved August 12, 2017, from https://en.wikipedia.org/wiki/Visual_impairment
- Vocational training centers, (n.d.) Retrived January 02, 2018, from <http://www.socialservices.gov.lk/index.php/en/categoryblog/180-vocational-training-centers>

Study on Psychosocial Problem Face by Parents of ADHD Children in Psychiatric Clinic at Kurunegala Teaching Hospital

M. Tharanga Sanjeevani Premarathne, Drug Prevention Officer

Abstract

From this research what has been detailed out, are the psychosocial problems faced by the parents of ADHD children. To collect the data, information was gathered from the parents who come over to the Kurunegala Teaching Hospital Mental clinic through interviews and the observations of case studies. This research is qualitative research. For the analysis of the data, the thematic data analysis method is being used. In this research social issues, psychological issues, social challenges, economic challenges and under the intervention of a social worker data is being analysed. The main object of the analysis is to get at the problems faced by the parents of ADHD children. Also, by being an ADHD child, the challenges he used to face with and through the intervention of a social worker whether to what extent it could be solved? Also, in this situation, as findings, the

problematic position of what could happen after the schooling as a recommendation for these children to be provided with professional training, assisting in the formulation of new principles to get the percentage of ADHD getting included to the workforce, as there is a tendency of getting a lower percentage included today. Also, to provide, encouragement for it. Also, the parents of the ADHD a large preventative gets cornered in the society and for that purpose to minimize the same, by directing the people at the community levels and there should be the program to make a change in attitudes. Also, to prevent the parents of ADHD children from getting into serious mental illnesses and to evaluate the skills of the ADHD children, various programs should be launched at the Divisional secretariat levels.

Key Words: Psychosocial Problem, ADHD, Children, Mental Health

Introduction

As stated earlier in this study there has been limited research on ADHD in Sri Lanka. The lack of a systematic information system has deprived parents and children of accessing credible. The information available is random and there seems to be no systematic research that is being conducted. USA is way ahead in terms of systematic research, understanding and management of ADHD. The situation in India is quite similar to the situation in Sri Lanka research with research being conducted very sporadically and incomprehensively. The research conduct in Sri Lanka is also very specific and accessible only to psychologists and doctors whereas there is a necessity for the general public to acquire an understanding of the disorder. This proves that there is a certain degree of awareness amongst the local researchers that the information available is not sufficient to understand ADHD in the local context.

Parents of children with a history of ADHD report that their children have problems fitting in with their peers. The percentage of such incidence is 3 times as many peer problems as those children who do not have ADHD. This would mean that children with ADHD have trouble getting along with their peer group because they are not aware of social skills and hence have very few friends.

The research is aimed at analysing the psychological problems of parents and children with ADHD. This research is of paramount importance to the children. It is also important to educate children on special educational needs such as special education schools this research is important to other government organizations and NGOs.

ADHD worldwide

The exiting data show globally 3%-5% of the children's population is affected with ADHD, making it essential to investigate worldviews concerning research and services for affected children. (The Vital and Health Statistics,2006), in its survey reports that four and one half million children in the US between 3-17 years of age had ADHD and that boys were more than twice likely to have ADHD than girls. Further, according to the National Health Interview surveys (2004-2006) conduct in the United States:

In 2006 4.5 million children between 5-17 years of age have ever been diagnosed with ADHD 3%-7% of school-aged children suffer from ADHD. This means that these children would require a specialized curriculum to cater for their needs.7.8% of school-aged children were reported to have an ADHD diagnosis by their parents in 2003. These tell us that parents are informed about ADHD and as a result can detect and take measures for treatment. Diagnosis of ADHD increased at an average of 3% per year from 1997 to 2006. This is because ADHD seems to be over-diagnosed with increased awareness. Boys (9.5%) are more likely than girls (5.9%) to have been diagnosed with AD//HD, This is 3because boys are brought up to express more of their activity, aggressiveness, independence, and defiance; they, therefore, run into more conflict with harried, inadequate, or absentee parents and with boring, understaffed schools. Boys learn their aggressiveness from their male peers, from school sports, from the TV and movies everywhere in the culture.

Problem Statement

ADHD among children in the world is between 5.9% and 7.1% and they are teenagers. The adult population is 3.4%. The ADHD children in Sri Lanka account for 14.3% of the children in Sri Lanka. Children with special needs have become a social issue by now. However, the parents of ADHD children are more likely to face a variety of mental and social issues. Most parents can also be detained by their children only in their homes and this has become an issue all across Sri Lanka.

Main objectives:

To find out psychosocial problems face by ADHD children's parents at Kurunegala teaching hospital

Specific Objectives

- To understand the challenges of ADHD children do not contribute to the workforce.
- To identify the role of the social worker in the clinic by Kurunegala teaching hospital.

Methodology

The data collection process

This population is the parents who come to get treatments for their ADHD children. At the medical health clinic Teaching hospital of the Kurunegala District. Of the North Western Province. These parents are engaged in various categories of employment. Many are engaged in hired labour some are engaged in public service while some others are engaged in the private sector.

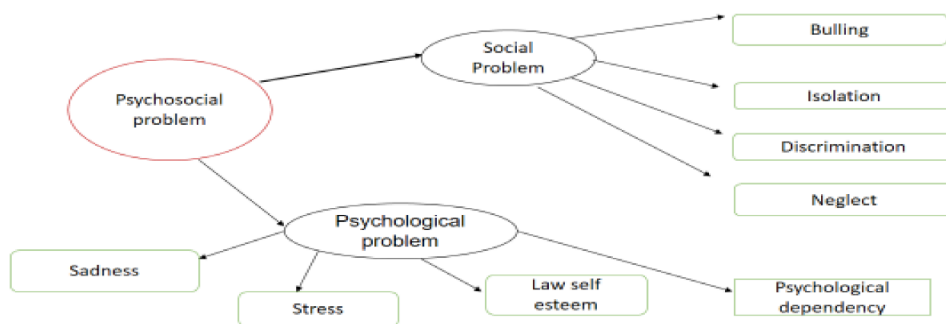
The selection of the sampling required for the research population is introduced as the second step of the program. A sample consists of many units which could correctly represent the population. The main purpose for which the attention is drawn for this type of sampling is to identify the psychosocial problems faced by the parents coming to the clinic with the children. That is what are the psychiatric problems as well as the social problems they are faced with.

Findings

The objective one

To find out psychosocial problems faced by the ADHD children’s Parents at the Kurunegala Teaching Hospital.

Thematic map



Social Problem

According to Webster's New World College of Dictionary social is having to do with humans living together as a group in a situation in which their dealings with one another, affecting their common welfare. The survival of the social fabric depends on the social behaviour and due to some sort of break-up that there could occur a breakup of the social fabric (Merton and Nishettlafi). A social problem is introduced as some sort of challenge to the entire social fabric (Bushan Sachdevaerag)

Bulling could be physical such as

- Hitting
- pushing and showing

- Fighting
- tripping
- Yelling at someone
- Making rude gestures
- Taking and breaking another person's belongings

Emotional

- Name-calling
- Making fun of someone
- Laughing at someone
- Leaving someone out on purpose.
- Starting rumours or telling lies about someone.
- sending mean messages through a computer or a cell phone
- Trying to make someone feel bad about who they are.

Isolation

According to Collins dictionary. Isolation is the state of feeling lonely. without friends or any assistance. Isolation is the state of separation between persons or groups setting something apart from others.

These are the major types of isolations

- Isolation by ignorance
- Isolation by force / involuntary,
- Isolation by choice

Isolation by ignorance

This occurs when people are isolated from society because they do not know there is another life outside their small village or home. They have been living in an isolated area for their entire life and have no exposure to the rest of the world.

This has happened in the cases of small isolated villages and when groups or families flee their homes to hide from the corrupt government. As these families grow up they learn to survive and are not exposed to the rest of the world. They do not know there is more to life than their small habituated area and therefore never leave or meet new people. It has also happened in very religious communities where people have grown up and remained within a certain area because of their beliefs or rules.

The effects of this type of isolation aren't as noticeable because these people are unaware of the differences between themselves and the rest of civilization. It is therefore easily accepted.

We see an example of this isolation on the Liked family (see Isolation and the World) as they lived in the deep forests of Russia, unaware of the outside world or even World War It is also common in farming families in the mountains.

Discrimination

In plain English, to "discriminate" means to distinguish, single out, or make a distinction. In everyday life, when faced with more than one option, we discriminate in arriving at almost every decision we make. But in the context of civil rights law, unlawful discrimination refers to unfair or unequal treatment of an individual (or group) based on certain characteristics, including:

- Age
- Disability
- Ethnicity
- Gender
- Marital status
- National origin
- Race,
- Religion, and
- Sexual orientation.

Lawful vs. Unlawful Discrimination

Not all types of discrimination will violate federal and/or state laws that prohibit discrimination. Some types of unequal treatment are perfectly legal, and cannot form the basis for a civil rights case alleging discrimination. The examples below illustrate the difference between lawful and unlawful discrimination.

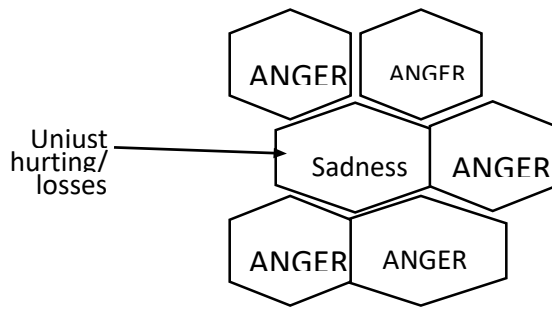
Psychological problems.

A psychosocial disorder is a mental illness caused or influenced by life experiences, as well as maladjusted cognitive and behavioural processes. The term psychosocial refers to the psychological and social factors that influence mental health. Social influences such as peer pressure, parental support, cultural and religious background, socioeconomic status, and interpersonal relationships all help to shape personality and influence psychological makeup. Individuals with psychosocial disorders frequently have difficulty functioning in social situations and may have problems effectively communicating with others. People may not be fully aware of the relationship between their mental and emotional wellbeing and the environment. It was first commonly used by psychologist Erik Erikson in his description of the stages of psychosocial development. Mary Richmond, a pioneer of American social work regarded there to be a linear relationship between cause and effect in a diagnostic process. In 1941 Gordon Hamilton renamed the 1917 concept of "social diagnosis" as "psychosocial study". The psychosocial study was further developed by Hollis in 1964 with an emphasis on the treatment model. It is contrasted with diverse social psychology, which attempts to explain social patterns within the individual. Problems that occur in one's psychosocial functioning can be referred to as "psychosocial dysfunction" or "psychosocial morbidity." This refers to the lack of development or diverse atrophy of the psychosocial self, often occurring alongside other dysfunctions that may be physical, emotional, or cognitive.

Based on the research data what could be identified as the mental problems are the following.

- Sadness
- Stress
- Psychological dependency

Sadness



Ministry of science. 2015

Sadness is one of the "six basic emotions" described by Paul Ekman, along with happiness, anger, surprise, fear and disgust. Sadness is an emotional pain associated with, or characterized by feelings of disadvantage, loss, despair, helplessness, disappointment and sorrow. An individual experiencing sadness may become quiet or lethargic, and withdraw from others.

According to Carl Jung, we have to experience sadness to know and appreciate our happiness.

"The word 'happiness' would lose its meaning if it were not balanced by sadness"

(Carl Jung)

Many parents of those it could be said that they get into a sad mood. As an example, one mother expressed this "There is no money when needed to buy the medicine Miss this why I come to the clinic without failing in many occasions need to arise to go to the pharmacy. Then only that problem crops up..... It is not this child only I am having..... For that child alone can spend so much money for that. Have got to educate those children. Even to get the medicine required for my child I do not have money. That is special as per mu research data for the ADAH children medicine has to be given daily. In this manner they get frustrated.

Not only, regarding this but also as another example could this case study be cited. "One day the parents have gone to participate in a New Year ceremony with the child. On this occasion for a distance run race, this child had appeared. The organizing committee had taken out the child from participating in the race. The reason for this has been this child been identified as a child with special needs." Due to these reasons, the parents of ADHD children get into sadness.

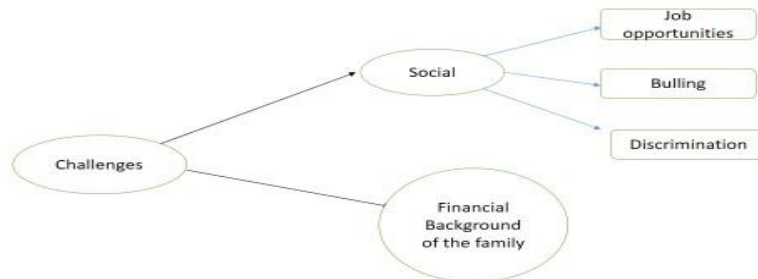
Stress

Stress is your body's way of responding to any kind of demand. It can be caused by both good and bad experiences. When people feel stressed by something going on around them, their bodies react by releasing chemicals into the blood. These chemicals give people more energy and strength, which can be a good thing if their stress is caused by physical danger. But this can also be a bad thing if their stress is in response to something emotional and there is no outlet for this extra energy and strength. This class will discuss different causes of stress, how stress affects you, the difference between 'good' or 'positive' stress and 'bad' or 'negative' stress, and some common facts about how stress affects people today.

Objective Two

To understand what are the challenges of ADHD children as they do not contribute to the workforce.

Thematic Map



Social Challenges

Social challenges mean the challenges any person faces in daily life. In this situation, ADHD children face many challenges this situation following could be introduced as a few challenges they are facing.

1. Low family connection.
2. Social issues. (Bullying, Discrimination, Neglecting).

Low family connections.

It is very important to have family relationships within a family. Due to this having proper relationships within the children helps to live systematically and the scope and tendency for the creation of disputes and issues among them get limited. Due to a lack of proper relationships within a family, there is a high tendency of increasing problems and issues. Many ADHD children their relationship with their brothers and sisters remain at a low level. Especially between the ADHD child and the other children of the family is low. In families, there is no proper relationship between the parents and the children.

Social issues:

Here when considering social issues those are issues faced by the ADHD children within this society. Mainly naming is done for ADHD children through that further influence is made to bring down their mental levels. Also through this, the parents mental level come down. Not only that a general problem faced by them is mainly discrimination. As ADHD children who have special needs, the discrimination taking place in this society is that they have not been taken for social activities. Especially for them, the opportunity to get employment is less. Due to them being not included in the workforce the parents face various challenges.

Economic challenges

Financial challenges are the challenges faced by day to day living due to economic factors. For the ADHD children for their sustenance economically these could be identified as the issues.

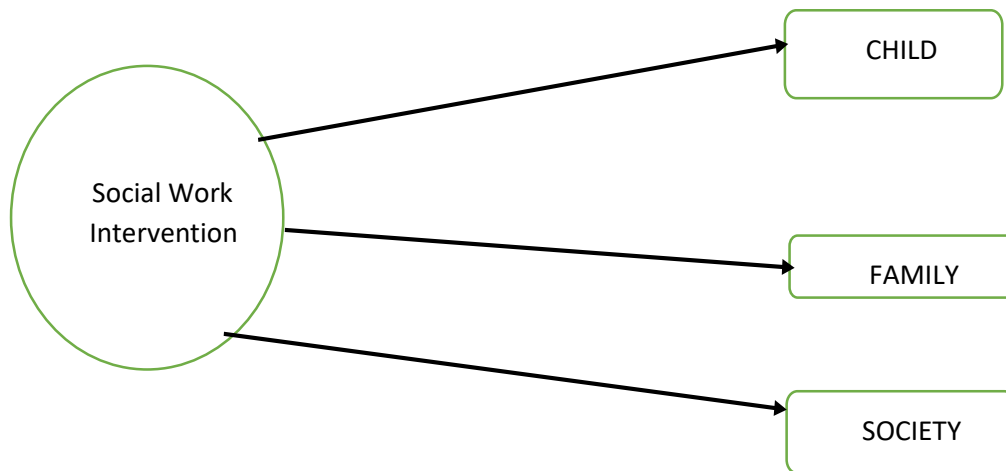
- Financial background of the family could be identified.

Financial background of the family

ADHD child is having special needs who is having, for this type of children compared with other children a greater amount of money has to be spent for them to maintain their health large sums has to be spent. For example, when you draw attention to the case study below. "Miss.... think how much money has to be spent to get his medicine? What type of special education?" In the way, you tell I cannot provide him even the education. It is one of the challenges faced by an ADHD child that for obtaining other medical facilities they do not have the capacity. Even though treatments are taken from a government hospital for giving other medical facilities and not having money for the child's day to day expenses too.

Objective Three

To identify the role of the social worker in the clinic at the Kurunegala Teaching Hospital



Thematic Map

To mitigate this problem social work intervention is most important. Social work is helping professional people. In intervening in social work as a special worker in introducing to the ADHD children there should be a good understanding of them and the sickness the children are facing. Similarly to those children to provide special education attention should be drawn.

As a social worker the children with ADHD a special assessment should be made of the institution where they get educated, especially in an area where there is an ADHD child with the support of the Grama Sava Niladhari of the area, that child should be provided with special education. To bring up these children, to average standard children's societies could be built up. Thereby they could be empowered.

Also, as a social worker, when involving across the family special attention should be drawn to the parents. They should be encouraged. That is through programs of educating to have a child of this conditions they should be convinced as a normal thing and their attitudes should be developed. They should be educated through a program to minimize the psychological problems ADHD children's parents have. As a social worker. Not only that as social workers they should come forward as the protector of their rights. By playing a role of advocacy, especially within the Teaching hospital of Kurunegala for the parents getting collected over there not only educative programs but also special programs designed for the low-income families should be launched. That is for the children of low-income families the school equipment's required and the resource personnel could be provided. Also in these families to improve the income

generation activities of these families they could be introduced to self-employment generation activities. Also, through community-level programs, their attitudes could be changed. ADHD children too should be treated as that of the other children equally. It should be explained that their existence has got to be provided by the society itself.

Also, for encouraging these children at community levels many concerts should be organized by showing their talents the attitudes of the community towards them could be changed. As a social worker opportunity should be provided for the same.

Recommendations

After the conclusion of this study what ADHD children should do remains a question. That is after the school education any of these children do not get engaged in higher education. They happened to stay at home and waste their time. The parents are highly disgruntled regarding this. Therefore, these children after finishing school education, professional type of education should be provided. Especially ADHD children should be separated into different groups. Professional education should be provided suitable to their health and mental levels. This professional education provided should be compulsory. At the government level, it should be started in all the divisional secretariat divisions. It should be made compulsory that with the assistance of the Grama Niladari of the area, after school education to admit them to the professional training institute.

For a short period, the percentage of the admission of ADHD children could be very low. Today ADHD children after school education do not get engaged in any work. Till there depending on their parents they survive but it affects the social and the political development of the country.

As such new policies should be implemented to make ADHD children contributing to the workforce. As a social worker for providing policy assistance should be provided. Also, relevant sections should be encouraged. Isolation could be introduced as the main problem faced by the parents of ADHD children. Here due to ADHD children falling into this category, some due to mythical beliefs a mother who is having a child of this nature being seeing would face the calamity. And such types of beliefs are prevalent. Maybe here their attitude could be changed at community levels. As a social worker, he can do so. Equally, through the religious places around the temples and the churches by educating the people social problems could be minimized.

Based on this research it could be said that parents of those ADHD children the main problems they get are connected to mental pressure. All the parents subjected to this research said that in having this type of a family there is pressure inflicting the mind. Even the Child's behaviour pattern and health pattern and also in the future character development how it could happen remain doubtful. Not only

that in general gets what would happen due to the problems coming up more mental pressure built up. Here to maintain the mental position of the parents at a proper level should provide special gifts or grants. Through that, the mental position of those parents could be brought up to a proper level. As a social worker background required should be prepared by him.

Conclusion

This research is basing what are the physical social problems faced by the parents and the research flowing from it. Here the search is made of an ADHD afflicted child being in the family, the problem faced by the mother or father within the society

A psychosocial disorder is a mental illness caused or influenced by life experiences, as well as maladjusted cognitive and behavioural processes. The term psychosocial refers to the psychological and social factors that influence mental health. Social influences such as peer pressure, parental support, cultural and religious background, socioeconomic status, and interpersonal relationships all help to shape personality and influence psychological makeup. Individuals with psychosocial disorders frequently have difficulty functioning in social situations and may have problems effectively communicating with others

REFERENCE

Tulviste, T. and Ahtonen, M. (2007) 'Child-rearing values of Estonian and Finnish mothers and fathers', *Journal of Cross-Cultural Psychology*, Vol. 38, No. 2, pp. 137-55.

Vising, Y.M., Straus, M.A., Gelles, R.J. and Harrop, J.W. (1991) 'Verbal aggression by parents and psychosocial problems of children', *Child Abuse and Neglect*, Vol. 15, No. 3, pp. 223-38.

Weir, L., Etelson, D. and Brand, D. (2006) 'Parents perceptions of neighbourhood safety and children's physical activity', *Preventive Medicine*, Vol. 43, No. 3, pp. 212-17.

Wissow, L.S. (2001) 'Ethnicity, income and parenting contexts of physical punishment in a national sample of families with young children', *Child Maltreatment*, Vol. 6, pp. 118-29.

Wissow, L.S. (2002) 'Child Discipline in the First Three Years of Life. In: N. Halfon, K.T. McLern and M.A. Schuster (eds.), *Child-rearing in America: Challenges facing parents with young children*. New York: Cambridge University Press, pp. 146-77.

Wolfner, G.D. and Gelles, R.J. (1993) 'A Profile of Violence towards Children: A National Study', *Child Abuse and Neglect*, Vol. 17, No. 2, pp. 197-212.

Straus, M.A. (1991) 'Discipline and Deviance: Physical punishment of children and violence and other crime in adulthood', *Social Problems*, Vol. 38, pp. 133-54.

Garge P.D and Garg A, *Consis Psychiatry*, Trilokpur Road, Arya Publishing Company, 173-74, pp

**Health and Safety Challenges for Employee Turnover
(Special Reference to RMH Pvt Ltd)**

M. Tharanga Sanjeewa Premarathne, Assistant Project Officer

Abstract

This research was conducted to investigate the relationship between employee health and safety challenges for employee turnover (Special reference to RMH (pvt) ltd.) Kurunegala. There were big employee turnover in RMH pvt Ltd last few years. Because of that this study is very important to identify their employee turnover as well as company can get idea about their health and safety conditions. The main purpose of this study is identifying the relationship between

employee's health and safety conditions and employee turnover. To achieve the objective researcher, use last year employees resign reports. The required secondary data collected from the annual resign report prepared by the human resource department. The researcher collects primary data using questionnaire. There are 100 of working production level employees considered as a sample. SPSS23 statistical package was using to data interpretation and analysis.

Key Words : Health, Employee, Challenges

Introduction

The importance of the human resources is high in Sri Lanka from the period where industrial sector began to grow rapidly. In order to get the maximum output from this valuable human resource, managers of the organizations execute different strategies to motivate their employees. So according to the current competitive market this companies give more attention on developing employee's performance. Because performance is impact on organization's productivity. Employee's Health and safety is a major component of their overall performance. (ILO,2000) When there is a positive Health and safety then employee performance level will increase. So, organizations try to increase employee's performance by motivating them. So there are lots of strategies implementing by managers to improve employee health and safety.

Sri Lanka has one of the best healthcare delivery systems in the Asian Region. Despite the favorable health indices, occupational health services in the areas of surveillance and health interventions faces significant challenges. Hence, there is a need to identify priority areas that require attention in occupational health and safety for Sri Lanka

There is growing evidence in current trends in employment condition may be affected on labor turnover and directly damaging the physical and mental health of employees. Finally, researcher proposes the industrial social work implementation for above issue in industrial environment.

Methods

This study in RMH Pvt Ltd Kurunegala, It is based on employee health and safety of the organization and employee turnover. The research conceptual framework builds on the main four factors which influence Employee health and safety conditions on employee turnover of the organization.

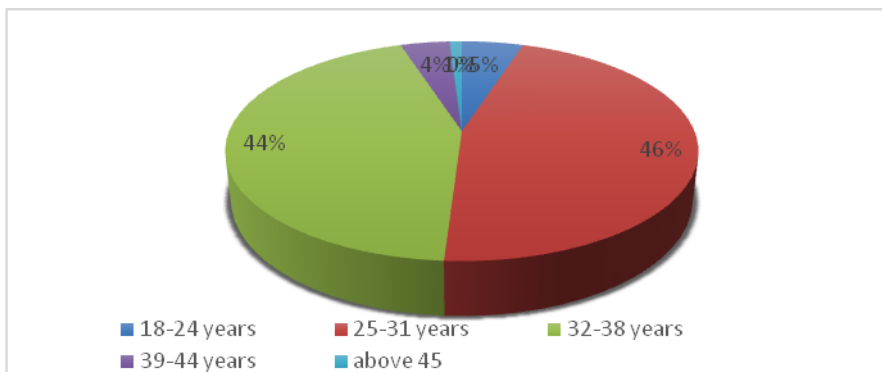
For this research the researcher used a sample of 100 employees which represented 5.0% of the employee population of the RMH Company’s factory. The factory workers population according to the employee master book of the company is 300. This is an average employee population as the company recruits seasonal factory workers several times during a year. According Morgan Table if population is 300 there sample should be 5.0% its mean 169 sample from population.(due to availability of labors researcher got only 100 questionnaire) Based on that researcher used simple random sampling method for data collection. The main reason for choosing this sampling method was the limited time the company allocated for the researcher for data collection and the simplicity of the method.

This is a quantitative study and for this research the researcher used percentages, scatter diagrams and correlations to analyze the data. Percentages give values that can be used to represent an entire data set. There are other methods like central tendencies & dispersions that are generally used in data analyzing but in this research the researcher avoided most of such methods. In this research using percentages the researcher analyzed the basic behaviors of the collected data and described the collected data with respect to the variables. To test the hypotheses the researcher used SPSS correlation analysis and scatter diagrams. Using scatter diagrams the researcher observed the relationships of the independent variables with the dependent variable diagrammatically.

Appendix 01: Morgan Table for Sample Size

3. Results

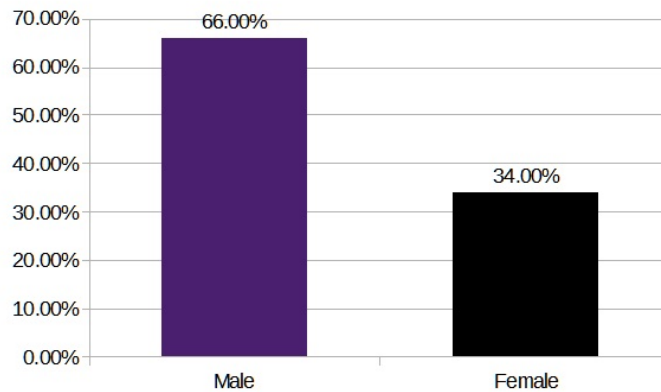
Figure 01 Work Experience of the Sample



Source: Survey Data 2018

According to the above there are five variables in age category. In here there is 5% of employee’s the sample is of people between 18-24 years. There are 46% of employees between 25-31years. There are also 44% of employees between the ages of 32-38 years and finally there are 2% of employees between the age of 39-44 years. There are 1employees in above 45 ages. Most of people come to RMH Pvt Ltd for fulfill their job requirement. According to above figure can identify big employee age between 25-31 and 18-24. As well as in the organization we can see low elder employees work.

Figure 2: Gender distribution of the sample



Source: Survey Data,2018

The male: female ratio of the factory is 33:17 this is approximately 2:1. According to the observations of the researcher the reason for the gender ratio can be the heavy work carried out in the factory and apparently males are suitable to carry out such tasks.

Reliability Statistic

Cronbach's Alpha	N of Items
.714	4

Cronbach’s alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. It is considered to be a measure of scale reliability. A “high” value for alpha does not imply that the measure is unidimensional.

The alpha coefficient for the five items is .714, suggesting that the items have relatively internal consistency. A reliability coefficient of .70 or higher is considered acceptable. Therefore above data are reliable for further researcher’s action.

Table 1: Correlation among Management strategies

	Company provided transport facilities for patients to the hospital at any accidental cases	There was a good leave system (casual & medical leave) for the patients.	There were notices or instructions in every department about the safety systems and procedure
Company provided transport facilities for patients to the hospital at any accidental cases	100		
There was a good leave system (casual & medical leave) for the patients.	.824**	1	
There were notices or instructions in every department about the safety systems and procedure	.796**	.883**	100

** . Correlation is significant at the 0.01 level (2-tailed).

Source: survey data 2018

The above table shows the obtained by the researcher about correlation test among management strategies. According to above table first variable is “There was a good leave system (casual & medical leave) for the patients” and “Company provided transport facilities for patients to the hospital at any accidental cases” its significant value is 0.824** its mean their relationship is strong level. Second variable is “There were notices or instructions in every department about the safety systems and procedure” and “Company provided transport facilities for patients to the hospital at any accidental cases” between these two correlation is strong level its coefficient value is 0.796**. Downward third variable and across raw third variable significant value is 0.883** its mean their correlation also in strong level.

Table 2: Correlation among welfare services

	Welfare committee provide better service for employees	In emergency situation(Death/funere l) Donations are in good condition	There were annual Trip and Social Gathering for employees.	could you satisfy with that services?	Is there counselor in company?	Happy about the health and safety facilities of company
In emergency situation(Death/funere l) Donations	.613**					
There were annual Trip and Social Gathering for employees.	.425**	.517**				
could you satisfy with that services?	.111	.120	.110			
Is there counselor in compnay?	-.111	-.120	-.110	.010		
Happy about the health and safety facilities of company	-.014	-.014	-.240*	-.252*	.007	
Want to develop he health and saety facilities	.257**	.244*	.220*	.066	-.066	-.191
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Source: survey data 2018

The above table shows the obtained by the researcher about correlation test among welfare services. According to above table first variable “In emergency situation(Death/funeral) Donations are in good condition” and across raw first variable “Welfare committee provide better service for employees” between these two significant value is 0.613** its mean their correlation is strength level. Same downward raw second variable “There were annual Trip and Social Gathering for employees” and across raw first variable “Welfare committee provide better service for employees” between these two their significant value is 0.425** in here also correlation is strength level. Downward raw third variable “could you satisfy with welfare services” and across raw first variable “Welfare committee provide better service for employees” between these two variable significant value is 0.111 its mean their correlation is in weak level. Same downward raw fourth variable “Is there counselor in company” and “Welfare committee provide better service for employees” between these significant value is -0.111 here also correlation is in weak level. The same raw fifth variable “Idea about health and safety services and across raw first variable “Welfare committee provide better service for employees” between these two variable coefficient value is -0.014 it’s also weak correction. Here across raw second variable “In emergency situation(Death/funeral) Donations are in good condition” and downward third variable ‘could you satisfy with that services’ between these two significant

value is 0.111 here correlation weak level. It means company employees are not satisfied with that service. Across row third variable “here were annual Trip and Social Gathering for employees” and downward row third variable “could you satisfy with that services” here significant value also 0.110 its mean their correlation also in weak level. Employees are not satisfied with that services.

According to this correlation matrix researcher can find out the RMH Pvt Ltd welfare services are not enough level. This is a major reason for an employee turnover in the organization.

Table 3: Correlation among Reaction on emergency situation

	The existing emergency exists are enough in the company.	There are proper procedures for measuring the employee’s health & safety status.	There are proper mechanisms to face emergency situation & avoid accidents.	There are good training programs on health & safety procedures for new comers.
There are proper procedures for measuring the employee’s health & safety status.	.018			
There are proper mechanisms to face emergency situation & avoid accidents.	.223*	.089		
There are good training programs on health & safety procedures for new comers.	.089	.105	.141	
There is physical fitness testing programs in the company. (yearly, monthly.)	.176	.156	.346**	.530**
*. Correlation is significant at the 0.05 level (2-tailed).				
**. Correlation is significant at the 0.01 level (2-tailed).				

Source: survey data 2018

According to above table can identified the first variable in downward row “There are proper procedures for measuring the employee’s health & safety status and “The existing emergency exists are enough in the company” between these two variables significant value is 0.81 its mean their correlation is weak level. In second variable in downward row “There are proper mechanisms to face emergency situation & avoid accidents” and across row second variable “There are proper procedures for measuring the employee’s health & safety status” between these two variable significant value is 0.89 its mean also their correlation is in weak level. When it’s come to the downward row third variable “There are good training programs on health & safety procedures for new comers.” And across row third variable “There are proper mechanisms to face emergency situation & avoid accidents” between these two significant value is 0.14 here also correlation is in weak level. The last variable in downward row “There is physical fitness testing programs in the company. (yearly, monthly,)” and across row last variable “There are good training programs on health & safety procedures for new comers” between these two significant value is 0.530 its mean their correlation is strong level.

According to above result with correlation researcher can come out a conclusion that above company is not properly prepared for a reaction on emergency situation. That is a one of major issue to employees’ turnover in the organization.

Table 4: Correlation among machine protection

	The machine safety is sufficient	Machine cleaning facilities are in good position and sufficient	There is machine protection equipment's near the machine	There is good machine maintaining facilities are available and maintenance carder
Machine cleaning facilities are in good position and sufficient	.354**			
There is machine protection equipment's near the machine	.275**	.309**		
There is good machine maintaining facilities are available and maintenance carder	.192	.201*	.482**	
The machines are Automatically Stopped when Emergency situation	.290**	.262**	.360**	.255*
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Source: survey data 2018

The above table shows the obtained by the researcher about correlation among machine protection. It shows with eight variables, according to above variables first correlation with Machine cleaning facilities are in good position and sufficient and “The machine safety is sufficient” between this two variable significant value is 0.354** according to these two variables their correlation is strong level. In this correlation matrix next variable are “There is machine protection equipment’s near the machine” and “The machine safety is sufficient” between this two “There is good machine maintaining facilities are available and maintenance carder” and “The machine safety is sufficient” here significant value is 0.192 according to this here correlation is weak level. Not only that another variable is “The machines are Automatically Stopped when Emergency situation” and “The machine safety is sufficient” between this two variable significant value is 0.290 here correlation also moderate level.

Conclusion

The researcher conducted this research to identify affecting factors of health and safety conditions for employee’s turnover in the RMH Pvt Ltd. In this study researcher analyzed five dimensions identify which factor to employee’s turnover. Those are machinery protection for employee health and safety on employee turnover, management strategies for health and safety on employee turnover, awareness program and notice for health and safety on employee turnover, welfare services for health and safety on employee turnover and reaction of the emergency situation for health and safety on employee turnover. To analyze those variable researchers, use the SPSS23. According to this package in here discuss about correlation analysis 1 and multivariate analysis used to analyze this study. According to above analysis researcher could identify two significant variables related with the employee health and safety on employee turnover. And also, employee service time is directly affected to the employee turnover.

Impact on Management Strategies for Employee’s Health and Safety on Employee turnover.

According to table 2 management strategies one significant variable of this study. The third reason of employees leave the organization is company rules and regulation. In here we can identify management strategies for employee health and safety not affect for employee turnover. co-efficient

values are in strength level. When organization hasn't good management strategies for employee health and safety employees disagree with the company rules and regulations then they leave the organization. Sometime organization hasn't good rules and regulation for the employee health and safety because of that they leave the organization.

Impact the reaction of emergency situation for employee health and safety on employee's turnover.

According 3table reaction of emergency situation for employee health and safety services is another one significant variable of this study. The second reason of employee leave the organization is not satisfying with the job. Reaction of emergency situation for health and safety is affected to not satisfy job to the employees. It has 0.040 co-efficient values. When organization hasn't good procedure for face the emergency situations employees not satisfy with their jobs and they leave the organization.

Another reason of employee leaves the organization is difficulties in working environment. There is relationship between reaction of emergency situation for employee health and safety. It has 0.233 significant co-efficient values. When organization hasn't good procedures for face emergency situations employees face lot of difficulties in their working environment. There for they fed up with their jobs and they leave the organization.

Health and safety services are not in good level in this organization. It is a main reason for employee turnover in this organization.

According to the Theory of Two factor by Herzberg researcher can come out a conclusion that employees are not only seeking for a motivation factors but also the employees are looking for as well as hygiene factors provided by an organization.

Industrial Social Work Implementation

Industrial organization forms a secondary setting for the proactive of professional social work. It is different from other secondary welfare setting due to its primary orientation to production and profit rather than to the welfare needs of the workers. There is a growing recognition of the fact that the human personality is influenced by and influences the organization. Hence it is necessary to have a basic understanding of organizational structure of the industry in relation to its communication pattern and its system of authority. The workers and the problems can be better perceived against the holistic background of his work place, his work family, and his community. The industrial social worker whose work covers an intangible output can work with conviction and commitment in a profit-oriented setting only if his/her functions are balanced with the primary interest of the organization. A clear understanding of the social worker's role responsibilities and status in relation to the concerned department of great relevance. Although it was felt earlier that a personnel or welfare programmes need not have any connection with the economic potentials of the industry. It is increasingly felt that "A well formulate Social Work Practice," is as much as economic proposition as production or sales programme. It helps to improve the attitude of employees towards their job. As in the ultimate analysis it is the attitude of employees, which control the quality of production, quantity of the production and the productivity. Improvement in the attitude improves productivity and there by increases profit.

REFERENCES

- Adrienne, E. E., & Thomas, N. (2000). *The Effectiveness of Health and Safety Committees: Results of a Survey of Public-Sector Workplaces The Effectiveness of Health and Safety Committees*. California , USA: Online pulisher.
- Armstrong, M. (2009). *Armstrong's Hand Book of Human Resource Management*. United Kindom: Kogan Page limited.
- Ana, K. (2012). *redusing adversity of employee turnover within Projects*. Sweden: Chalmers University of Technology.
- Andrew, N., & Mark, G. A. (2000). *Safety climate and behavior* . Australian: Australian jurnel of management.
- Anna, K. (2012). *Redusing Adversity of employee turnover within Projects*. Sweden: Chalmers University if Technology.
- F, H. (1959). *The motivation to work* (2nd ed). New York: John Wiley & Sons.
- Gustello,SJ,&Gustello D.D. (1998). Origins of coordination and team effectiveness: A prespective from game theory and nonlinear Dynamics. *Applied psychology*, 423-427.
- Hackman, J. R., & oldham, G. R. (1978). *orgnization behavior and human resource management*. USA.
- Hisson, A. (2009). *Muman resources management understanding of controlling employee turnover*. Kent state university.
- Kreitener.Rober, & K. (2007). Organaizatinoal Behaviour. *Specific Deteminats of Work Motivation,Competence,Organaizatinoal Climate,job satisfaction and individual Performance*, 38.
- M, M. (2002). *The Influence of income on health*. university collage London: Health and Intenatinoal Centre for Health and Society.
- Mawami, B. B. (April 2007). *Occupational health and safety management teamwork and employee commitment*. Makerere: Makerere University.
- Newstrom, J.&Davis,K. (2007). *Organaizatinoal BehavoiurHuman Behavior at work*. New delhi.
- ongori, H. (2007). Employee turnover. *Business Mangamenet*, 35-40.
- Price, J. L. (2001). *Reflections on the determinants of voluntary turnover*. Iowa: International Journal of Manpower,Vol.22.
- Serrano ,D&Vieeria,C. (2002). *Low Pay Higer pay Job Satisfaction*. Ireland: Natinoal University of ireland.
- Shamsuzzoha, A., & Rezaual, H. S. (n.d.). *Employee turnove- a study of its courses and effect to different indrustries in banglades*. Finland: university of vaasa.
- Shamusuzzoha, A. H., & Rezaul, H. S. (n.d.). *employss turnover- A Study of its causes and effects to different indrustries in bangaladesh*. . bangaladesh: university of vaasa.
- Tahira, P. M., & Ty, L. B. (2001). *the effect of employee job insecurity on employee safety outcomes: cross sectional and longitudinal explorations*. Washinton: Washinton State University.
- Thomas, L. W., & Recherd, T. M. (1981). *voluntary on leaving organization an emphirical investigation of stress and mowdays model of turnover*. California.

**Educational Challenges faced by Children who engage
in Child Sex Tourism
(A study based on Hikkaduwa, Negombo, and Weligama Coastal Belts)**

D. P. Roshan Priyadarshan, Programme Officer

Abstract

Child sex tourism refers to particular kind of tourism organized to satisfy the need among certain customers segments for establishing commercial sexual relationships with the children. It is an obscure industry where the tourist's primary purpose is to engage in sexual experience with a child. Mostly coastal areas can be identified as hubs of children engage in sex tourism in Sri Lanka. Exclusion from the education and school dropouts has become a major obstacle to develop their life skills. This qualitative study examined the 'Educational Changers Faced by Children who Engage in Sex Tourism' as well as the associated push and full factors, while Person in Environment theory was giving an insight in theoretical frame work. Data was collected through purposive sampling method where the in-depth interviews from 06 male children (age 12- 18) from Hikkaduwa, Negombo and Weligama coastal areas.

Additional data were gathered from key informant interviews and focus group discussion. Findings of the study revealed that the motivation from the living background and socio-economic condition have directly affected children to find financial assistance mainly by engaging in sex tourism avoiding school attendance. Furthermore, parents' neglect, family separation, acceptance and the recognition received for the body image in the tourism trade, being a male child and devious assumption on education divert them from schools. Therefore, it is recommended to establish child protection committees in identified hotspot areas, turn a sex tourist into an ex-tourist and promote social work practice in controlling adverse effects of child sex tourism in all micro, mezzo and macro levels by endowing the professionals in child protection.

Key Words: Child, Child Sex, Educational Challenges, Tourism, Push Factor

Introduction

Child sex tourism (CST) is a subtle industry where the tourist's primary purpose is to engage in sexual experience with a child. Under international legislation, tourism with the intent of having sexual relations with a minor (children) is in violation of the United Nation's Convention of the Rights of the Child. The intent and act is a crime and in violation of human rights. Moreover, the child sex tourism in the Sri Lanka is one of the major destination countries for the purposes of child prostitution. The purpose is to bring attention to the guise of tourism. It offers a definition of the crisis, a description of the victims and perpetrators, and a discussion of the social and cultural factors that perpetuate the problem. The study of "Educational challenges faced by the children who engage in child sex tourism in Hikkaduwa, Negombo, and Weligama" is focus on the educational barriers

faced by children who engaging sex tourism. Though there are several factors that need to focus on child sex tourism such as; their economy, lives style, psycho-social factors, this research is focused on significance of explore the barriers which made them to acquire education, also to distinguish how it affects their future and for the development of lives skills.

The history of CST, Since the 1980s sexual exploitation of children by tourists in developing countries has grown exponentially. During this time, in Southeast Asia, CST and child pornography was exposed and received widespread mediaattention around the world. “The authorities investigated 22 foreign male tourists suspected of the production of child pornography, drug abuse, and the sexual abuse of children” Protection Project, 2007. Throughout the 1990s the Philippines, in addition to other international interests, were concerned with the extent that European, North American, Australian, Japanese, and Korean men were traveling to the country (and other developing nations) to engage in sex with children.

This has been spread all over the world and it has highly violated the child rights and protection. According to the International Labour Organization (ILO) 1.8 million children were forced into prostitution and pornography in the year 2000. Other estimations add up to 10 million prostituted children worldwide. It is estimated that more than US\$5 billion are obtained through child prostitution every year. CST , which is defined by the United Nations as “the exploitation of children for sexual purposes by people who travel locally or internationally to engage in sexual activities with children”, accounts for a part of these earnings. In South-East Asia, Central America and Brazil can be identified as designated countries with a long history of CST, mostly seen in the developed countries.

Furthermore, CST is linked to the field of human trafficking and child prostitution. The United Nations Children’s Fund (UNICEF) states that at least 1.2 million children are trafficked worldwide annually, primarily for the purpose of sexual exploitation. In addition to that 27.2 per cent of ever-partnered Sri Lankan men aged 18-49 reported having experience some form of sexual abuse as a child (Fonseka, Minnis, & Gomez, 2015). According to Police data there were 10,593 cases of rape between 2010 and 2015, of which three-quarters were statutory rape cases. 1,161 out of 9,210 rape suspects were children below 18 years of age (Save the Children, 2017). This statistics reveals that the children who below the age of 18 are more susceptible for sexual abuse. Although the tourism industry has brought great benefits for developing countries, there are various impacts can be identified. Apart from environmental destruction, tourism has also brought some unhealthy issues to the community members, especially to children (Ferran, 2008). Most of the tourists travel to other countries to seek sex, and this has led to the formation of sex tourism (Cullen, 2010).

Moreover, sex tourism is allied with the child prostitution. It is not a crime in some countries that having sex with adult prostitutes, having sex with children is a crime against their rights in any circumstances under international legislation (Tepelus, 2008. United Nation Children's Fund, 2011). Additionally, large numbers of children around the world are being trapped in the sex industry (ECPAT International, 2009. Tepelus, 2008). UNICEF & ILO Joint Statement on recent reports of children involved in commercial Sexual Exploitation March 14, 2014, Colombo, Sri Lanka: revealed that, there are over 40,000 child prostitutes in Sri Lanka. In addition to that The National Child Protection Authority (2010) revealed shocking statistics, quoting that, Sri Lanka has nearly 40,000 child prostitutes in the country while 5,000 to 30,000 Sri Lankan boys are used by Western paedophiles sex tourists, as the world celebrates day against child labour today. In addition to that nearly 10,000 to 12,000 children from rural areas are trafficked and prostituted to paedophiles by organized crime groups.

In Sri Lanka CST is growing faster, most of children who live in coastal belt are more vulnerable than the children who live in inside the country. Most of children have been found as child sex labors, nearly all the victims are boys, aged between 10 and 18. It has proven that the boys are victimizing to this condition other than the girls. "Some German men were in a hotel room with three Sri Lankan village boys, aged seven, 11 and 14, having sex and filming it. They would sell the pornographic video back in Europe. The men had rented the room for a month" (Independent, 1994). The above article stated that the most of boys are engaged in the CST field and they are more vulnerable in the field of tourism. "First she pleaded with the manager of the guest-house, a clean and proper-looking establishment shaded in the coconut groves behind Negombo beach. It was known through paedophiles circles in Britain, Sweden and Germany, and while other hotels in this popular resort suffered many vacancies, this guest-house was always full" (Independent, 1994). The areas which are located in the coastal belt can be identified as the hubs of CST. "More than 250 million copies of videos on child pornography are circulating world-wide, and most were filmed in the Philippines, Thailand and Sri Lanka. One raid, on a home in a Stockholm suburb in July 1992, yielded stacks of letters between paedophiles sharing descriptions of children's bodies and sex organs. Found in the haul were 300 hours of child pornography videos, mostly filmed in Sri Lanka with titles such as Boy Love in Negombo and Hikkaduwa - the Child Sex Paradise" (Independent, 1994). Most of boutique hotels are designations for western paedophilic tourists.

In Europe, such behavior would have brought them stiff prison sentences if caught. But in Sri Lanka, foreigners are never jailed for sex offences against children. "The pay-off for each boy was a carrier bag with a box of cereal, milk powder, chocolates, a T-shirt and dollars 25. The Germans gave one boy a bicycle. He kept riding the bicycle round and round the garden, but the look in the boy's eyes was like something out of the Omen - intense and angry" (Independent, 1994). Most of the CST happens because of the poverty and the lack of financial support to live. Children have caught to this situation when they feel that they need money more than education. "Confronted the German video cameraman as he came out of the room. 'How can you do this?' she sputtered angrily. The German rubbed his fingers together. 'Money, money, money,' he replied" (Independent, 1994).

Further some research reveals that the "Sri Lankan boys are easy prey, A boy can earn as much fellating a tourist - 200 rupees (pounds 2.25) - as carrying bricks for 12 hours. Relations between boys and girls are discouraged until marriage, and until then many Sri Lankans take a discreet and casual attitude towards homosexuality. Some boys are lured into organized gangs who often run secluded villas co-financed by foreign paedophiles, while others have casual trysts on the beach with foreigners" it is clear that the money matters when it comes to the CST. As long as a period of time engaged in CST leads them to become homosexual though they are heterosexual. The pathetic situation is that the most of the parent influence for motivate children for CST in Sri Lanka to find financial and material assistance. Even in some incident that the parent rented their own house for the tourist to spend time with the child. All this has made the tourist to visit to Sri Lanka with the intent of having sex with child.

Although Sri Lanka has extended concern and developed legislation targeting CST, it's the effort of advocacy groups around the globe who have brought attention to this disparaging subject. Moreover it's the responsibility of government, non-government and international organizations like ECPAT International (End Child Prostitution, Child Pornography and Trafficking of Children) and UNICEF (United Nations International Children's Emergency Fund) bring attention to those hidden areas of violations of child rights and shrinking space for child well-being. Although these organizations have made efforts to extend CST research and interventions, CST is increasing drastically. The awareness of the problem remains abstruse. Focusing on the educational challenges of children who are related

to tourism filed and inclusion for the development, generally receives causal mention and little in-depth analysis. Most of areas like; Hikkaduwa, Weligama and Negombo are highly exposed for tourist activities. Those areas identify as red-light areas of children engage in child sex. The pathetic situation is that, many children are engage in child sex tourism in those areas and has been excluded from education. Most of children are becoming school drop outs (age 12-18). This have become a huge problem when it comes to develop their lives skill and to fulfill their school life. There are lack of expertise dialogue related to this issue and have no enough information to reveal this situation. The important of to ascertain the loop holes in the law implementation and to find their perception on education is becoming researchable where it reveal that, in the future more children will be uneducated as there will be enormous violation of child right and sexual exploitation of children, who lives in the coastal belt of Sri Lanka. It is significant to identify the educational challenges faced by children who engage in child sex tourism and to explore proper social work intervention in abating these challenges.

Methodology

The study locations of this study are; Hikkaduwa, Weligama and Negombo. Where has been reporting high percentage of child sex tourism in Sri Lanka. These areas have been identified by local and international organization in to their consideration of children engage in sex tourism.

The researcher adopted the qualitative research design. Where the qualitative method use for revealing the complex phenomena like life style, life experience of CST. Meanwhile to gain an understanding of CST related to the big picture of hidden life causes. In-depth interview, Key informant interviews, Focused group discussion (FGC), observation and case studies were used as methods of the study. In addition to that study focused on to collect data from purposive sampling method. Purposive sampling is also known as judgmental, selective, or subjective sampling. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study, where it helps researcher to find respondent by expertise since the respondents are invisible in the field of CST.

The sample population was selected as male children who engage in sex tourism. Age 12-18.06 respondents were interview and collected information. Many of them were identified with the assistance provide by the former field officer of rehabilitation center. High priority was given to guarantee their right to privacy while having the interview and the interviews were conducted by receiving their permission. Throughout this method, it systematic to get reliable data from the respondents it's highly concern not to harm self-image and identity. The data analysis considered more logical and thematic process, utilizing the thematic analysis.

Results

Findings presents through the thematic analysis based on the Themes.

Case Study	Name	Area	Age (years)	Gender	Duration of Experience CST	Economic Background	Educational Attainment
01	Chutte	Weligama	12	Male	Nine months	No any earns	Educated up to grade 5

02	Sandy	Weligama	13	Male	One year	Earns Rs.300-600 per day	Educated up to grade 7
03	Suddha	Negombo	15	Male	Two years	Earns Rs.500-700 per day	Educated up to grade 6
04	Gray	Hikkaduwa	16	Male	Two years	Earns Rs.1000-2000 per day	Never gone to school
05	Buda	Negombo	18	Male	Six months	Earns 500-1000 per day	School going
06	Podda	Hikkaduwa	16	Male	Ten months	No any earnings	School going

Table 0.1 Respondents Demographic Profile

Above Table displays the demographic data collected of the 06 respondents. As demonstrated by the table, all the respondents are male children, between 12 – 18 ages. All the respondents are living near the coastal belts. They are belongs to low income families and almost all the respondents are engage in occupation related to tourism and earns Rs.300-2000 per day.

Its reveal that there are push and pull factors for children to engage in sex tourism. Push factors stand for the factors that make a push for these children to have the sexual contact with tourist and pull factors stand for the reasons that have pushed on children seeking for sexual contact with tourist. Mainly the findings were gathered through the in-depth interviews with respondents and the key informant interviews.

Push and Pull factors

Push factors

Family separation and Single parent famu

Mother’s passive neglect

Loneliness and attention seeking

Female headed families

Low family income

Peer influence

Gender

Pull Factors

Peer influence

Loneliness and attention seeking Physical appearance

Money worth than education Unattainable goal Gender

Theme: 01 Love and affection

Sub theme 1 .1: Family separation and Single parent families

The family is playing a major role in the society as a social institution, where the children shape up their personality through the support of family. Findings revealed most of children, who engage in child sex tourism, are children who come from broken families and who have been grown up with single parent.

Some highlight points from the findings can be seen as; parent has other extramarital affairs, where mother lives separately from the family with another man and father have left the family. Most of the children’s father and mother separated from the family and some are living with grandparents.

Further, these children don't receive any support from the parent since the parents were separated. As findings revealed most of the children with single parent are vulnerable to CST, where the parent does not have time to look after their children, while engage in other (occupational) activities.

"Most of the cases that I have been experienced are the children, who come from the broken families. Some children even don't have parents and some are separated from the family. Whole the day these children are staying alone in the home. They do whatever they want and no one will there for to secure them at even in the day time".

Key Informant interview 04 - (Probation Officer)

According to the discussion with probation officer, why children fall victim to child sex tourism? Among the reasons which were given by the probation office, these children don't receive parental protection, care and attention. This occurs especially in the broken families, parent separation and leaves the children with the father or any other relation such as grandmother, grandfather, aunt or uncle. In addition, children are not provided protection.

Sub Theme 1.2: Mother's passive neglect

The above finding seen as, push factor, Most of children who engaged in child sex tourism because of mother's less attention, where the mother don't have time to look after the child or intentionally neglecting the child.

Case Study 01 "Chutte" is 12 years old child who lives in Weligama beach side. He is the youngest child with two brothers. His brothers married and separated from the family. They don't have any contact with the family, when they got to know that the Chutte's mother has another relationship with a man. Father separated from the family when Chutte was 5 years old. Mother works in the fish market and all the time her away from the Chutte. She doesn't have time to look after Chutte and she doesn't pay any attention to what Chutte is doing at home. Since he is alone at the home he always used to spend time in nearby the surfing school at the beach with some of his close friends who support him always. He educated up to grade five because of the lack of money to afford for books and other stationeries. His mother was unable to send him again to the school, since she doesn't have financial assistance and due to fewer facilities. He is very sensitive and seeking the attention from others.

"Sir, I really miss my father, sometimes I feel that, if he is with me I might be encouraged to studies and my mother will love me more than this".

"She always working in the beach and she have no time to stay with me at home". (Chutte, 12 old)

Sub Theme: 02. Poverty

Sub Theme 2.1: Female headed families

Female-headed families with children are living with poverty. It more obvious in the coastal belt, mother can't afford for the children's education with small amount of money. In most of female headed families earn Rs.15, 000 per month by selling fish and engaging other related occupations. It is more difficult for women to gain big amount of money in the field of fishery. Furthermore it is difficult them to provide meals for all the children, if they have large number of family members, this led them to suffering from hunger and they can't find meal for themselves. This situation has made some women to engage in illegal activities like prostitution, drug dealing and moonshine selling. Within the system, it made the women in to a vulnerable situation to find them in the position of

independency. As findings reveal it is more common that the women headed family children are more vulnerable to engage in child sex tourism.

Sub Theme 2.2: Low family income

Low family income is another push factor with courses for poverty. Most of the children who recognize as children who engage child sex tourism are coming from low income families. The income of these families around Rs.15, 000 for a month. This amount is not enough to look after all the children within the family. If father is the breadwinner of the family, there are no any other options. He has to provide all the facilities for the family. In addition, most of people have been adopted for the daily wage they don't receive monthly payment as the government officers. This daily wage is insufficient to survival where, only it enough for their daily consume. They only focus on to consume and not for any savings. Furthermore, this situation leads to generational poverty, where these children also live below the poverty line.

Case study 06 "Podda" is 16 years old child lives in Hikkaduwa area. His parents engages infishery activates and they earn small amount of money. Podda don't have any siblings. He is schooling, but no enough money to purchase important items which need for his school. Although his parents are engage in occupation. They are unable to full fill his needs. He always gets support from his friends whenever he needs. He believes that if he engages in CST he could have earned more money other than his parents.

As he revealed,

"I engage in this to get some money, I have fed-up with receiving money from my parents. Whatever amount they earn, they don't have money to afford for me" (Podda, 16 y)

According to his statement it reveals that they are suffering from the poverty. They don't have any savings. Although they earns, it will not remain to afford for the Podda's needs. There can be seen a vicious cycle of poverty. "Social and economic deprivation during childhood and adolescence can have a lasting effect on individuals, making it difficult for children who grow up in low-income families to escape poverty when they become adults. Because the negative effects of deprivation on human development tend to cumulate, individuals with greater exposure to poverty during childhood are likely to have more difficulty escaping poverty as adults" (Wagmiller,R. and Adelman,R ,2009). This statement shows how the environment of low income of family directly affect the child education and his development. Referring to Podda's statement it is proved that if individual grow up in low income family, where the parents cannot full fill his/her basic needs, which will negatively affect child later life.

Low Income → Low Saving → Low Investment → Low Production → Low Income

"Adults who were poor during childhood are much more likely to be poor in early and middle adulthood than are those who were never poor. Few adults who did not experience poverty during childhood are poor in early and middle adulthood. At ages 20, 25, and 30, only four to five percent of those adults who were never poor during their childhood live in poverty. At age 35, less than one percent are poor" (Wagmiller,R and Adelman,R .2009). Also the intergenerational poverty highly affect the child development and for his education, where he try to escape from the education.

Theme: 03 Negative perception on education

Sub Theme 3.1: Money worth than education

Most of the children who live in coastal belt are used to earn money from their small age. This is one factor with related with their income and the family background. Increasing number of family members and lack of money to afford for the education can identify as a causes for this children to engage in occupation in their small age. Average of ages 12-15 they have engage in different activities associated with the tourism. Meanwhile child sex tourism is an easy way to earn money without any struggling in the tourist designations. This availability has tended them to engage in child sex tourism and to get some amount of money.

Key informant interview 01

“People who live in this area are always prefer to do occupations connected to coastal belt, though there are several opportunities.”

“These children are so matured than we think when it comes to this field. They know how to deal with foreigners.”

Surfing community leader (Weligama coastal area)

As the surfing community leader sited out, that these children are so matured in the field of CST. They have more life experience which we expected from a normal child. Money has played a big role and to develop a gap between educations which direct them away from school life.

“These children even don’t know the word education; they know only money and fun.”

(Field officer– Negombo area)

These children are addicted to money, where they can easily find in the field of CST. As the field officer shared his experience working with children associate with sex tourism, most of the parents don’t worry about how these children received money. When the child takes money to home offered by a tourist for whatever reason, no questions were asked. Parents are detached from their children and some are aware that their child is engage in CST but they tend to ignore it since the benefits gain from the tourist.

As the researcher observed when referring to those case studies, that the most of tourist are situational abusers. They do not usually have a sexual preference for children, but take advantage of a situation in which a child is made available to them.

Conclusion

Most of arears in coastal bets are identified as CST red light hubs of children engage in child sex tourism. This has influence the result socio-economic background of the people and their life style. The major issue is most of the children have engage in CST and they are excluded from the education as researcher found, some are school drop outs and some children engages CST as part time while going to the school. This have negatively impact to develop their educational and life skills. As it is a violation of the UN Convention of CRC, the right to education. Further it is the violation of the Educational policy in Sri Lanka which have legalized the compulsory education up to the age 16. In addition to that most of the children have working in other actives to gain money. This condition has increasing in the costal belt and there are lack of expertise dialogue related to this area where there are

no enough information to reveal this situation. Although legal the legal mechanisms (regional and international) are available to protect child from sexual exploitation and right violations, still this are remaining in concealed. The important of to ascertain the loop holes in the law implementation and to find their perception on education is becoming researchable where it proved that in the future more children will be uneducated as there will be enormous violation of child right and sexual exploitation of children, who lives based on coastal belt of Sri Lanka.

This study explores the 'Education Challenges faced by Children who Engage in Child Sex Tourism' and the push and pull factors to engage in sex. Meanwhile considering the educational opportunities they have and social work intervention abating the challenges. It is a challenge to obtaining accurate data, since the child sex tourism is an illegal activity, it is mostly hidden or involves organized in tourism industry and it is a topic that is still regarded as a taboo subject in many parts of the world. The research purposively used community members for the focus group discussion and through that researcher able to find 06 respondents. The in-depth interview tool used to interview the respondents and to acquire relevant data. Further, key informant interview used to get some relevant data from the key figures in the area. Accordingly gathered data was analysis through the thematic analysis.

The findings of the study reveal; that the children environment have affect for the child to engage in CST. Family separation, single parent families , mother's passive neglect, female headed families, low family income, physical appearance and gender affect as push and pull factors that motivate the child to engage in CST, such as love and affection, poverty, peer influence, seeking acceptance and recognition. Further, certain negative perceptions like; money worth than education, unattainable goal and remodeling deviate the children from education.

More over the person in environment theory and the conceptual frame work of trafficking tangle provides insight to understand the above findings. According to all this findings it evidence that, through there are legal mechanisms to protect child from the sexual exploitation, there are loop whole issues in implementation. Specially in defining the age of child and sexual concern of child are complicated in legal documents. In addition to that there are some issues the implication of education policy in Sri Lanka. Although we have ratified the CRC it makes reservation that whether the rights of the child are grantees in the context of Sri Lanka.

It is recommended to establish child protection committees in village level to identify the children who engage in CST, especially in Hikkaduwa, Negombo and Weligama. The committee should form with the support of the Grama Niladari, Child right promote officer, School teachers, Religious leaders and the participation of community member. The committee should have the authority to report CST cases and they need to have the knowledge in working with the children. They need to have action plan includes; identification of children who engage in CST, refer to rehabilitation and community awareness.

Based on the information given by the field officer in Negombo area, there was an informal rehabilitation center, which was actively functioned for rehabilitate the children who engage in CST. Due to the monitoring and evaluation issues it was closed. It is recommended to re-function the rehabilitation center with the participation of well experienced field officers and the participation of religious leaders. It needs to be registered in the divisional secretariat office to acquire the legal assistance with appropriate evaluation, monitoring and follow-up system.

Furthermore, most of the children were pushed and pulled to the CST and excluded from the education because of the lack of love attention receive from the parent. Further parent separation and single parent families have influence on child education. Therefore, recommended to conduct

awareness programme for the parents, neighbors and guardians in the coastal belts in order to understand them about who is child, needs of child and rights of the child (Right to education). Further make them understand what happens around child, specially in the tourist industry. It need to provide the knowledge on role and responsibilities of the parent, how to look after child and the legal back ground to protect children from CST.

The tourists who travel for the CST have the knowledge about CST and they learn about the places through internet, forum chat or word of mouth. They also have specialized websites where they could post on the updates of information, advices and experiences of different destinations. In the websites they have chat room where they can discuss and suggest each other. Once they are in the destination, they could get more information through taxis drivers, advertisements, hotels or bars to gain the access to CST. In this kind of situation it need to focus on the tourist also, where they can aware in the airport and make understanding about polices enacted for CST. Further conduct awareness programme in the tourist designations (beach, hotels, and parks) which they can sensitize in matters of children.

It is recommended to provide training on child rights and child protection for members of surfing community and fisheries community in order to understand the child rights and violations of child rights, where they can report to the relevant authorities.

When there is a demand there will be supply. As Pavena Hongsakula, a Minister in the Prime Minister's Office in 1999 wrote to The Bangkok" (Sex Tourism And Child Sex Tourism In Bangkok Sociology Essay,2015).To stop the supply, it need to address the demand. Therefore, it recommended to have qualitative and quantitative research that would address the Micro, Messo and Macro levels understandings of CST and its impact for the child development. Additionally, innovative research questions need to be expanded .As the researcher finds out following topics are proposed for future research studies: examine the regional law implementation, How to rehabilitate the children who engaged in CST, Identify, compare and contrast legislative and enforcement issues across nations; in addition to right violation in the CST, identify and explore the role of religious and community leaders in combating CST.

REFERENCES

Book reference

- Bandura, A. (1977). *Social Learning Theory*. New York: General Learning Braun, V. and Clarke,V. (2006).*Using thematic analysis ipsychology*.
- Carron & Chau, (1996).*Quality Primary Education: Working paper series*, UNICEF.
- Cossins, A. (2000). *Masculinities, Sexualities and Child Sexual Abuse*, Cambridge. MA: Kluwer Law International.
- Eirienne, K. (2009). *Child Sex Tourism: "Us" and "Them" in a Globalized World* Nair, S. (2007). *Child Sex Tourism*.
- National Education Commission. (2014). *Study on Curriculu Development*
- O'Connell Davidson, J. (2004). *Child Sex Tourism: An Anomalous Form*
- O'Connell Davidson, J. and Sánchez Taylor, J. (1995).*Child Prostitution and Sex Tourism: Venezuela*. ECPAT research paper.

Rao, N. (1999). *Sex Tourism in South Asia*, International Journal of Contemporary Hospitality Management, 11(2/3) pp.96-99.

Roby, J. L. (2005). *Women and Children in the Global Sex Trade*, International Social Work. 48(2) pp.136-147.

Seabrook, J. (2000). *No Hiding Place: Child Sex Tourism and the Role of Extraterritorial Legislation*. New York : Zed Book

The World Bank,(2014). *Transforming the School Education System as the Foundation of a Knowledge*. Colombo

United Nations, (1989). *Convention on the Rights of the Child*.

Wagmiller, R. and Adelman, R (2009). *Childhood and Intergenerational Poverty*. New York: National Center for Children in Poverty

Web Reference

Bernard, (1999). *Defining Quality in Education*. UNICEF/PD/ED/00/02 . [pdf] New York : United Nations Children's Fund,p(4).

Available at: <https://www.unicef.org/education/files/QualityEducation.PDF> [26 Nov.2017].

Crossman,A.(2017).*Understanding Purposive Sampling*.

[online] Available at: <https://www.thoughtco.com/purposive-sampling-3026727> [03Sep.2017].

David, L (2015).*Social Learning Theory (Bandura)*. [online] Learning Theories. Available at: <https://www.learning-theories.com/social-learning-theory-bandura.htm> [08 Sep.2017].

ECPAT International, (2008). *Combating Child Sex Tourism*. [pdf] Bangkok: Saladaeng, page (12). Available at: http://www.ecpat.org/wp-content/uploads/legacy/cst_faq_eng.pdf [12 Aug.2017].

Fonseka, R. W., Minnis, A. M., and Gomez, A. M. (2015). *Impact of Adverse Childhood Experiences on Intimate Partner Violence Perpetration among Sri Lankan Men*, [online] Plos.com. Available at: <https://doi.org/http://dx.doi.org/10.1371/journal.pone>[16 Aug. 2011].