

## **Parental Influence on Providing Education to Children With Special Needs**

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### **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 sectors have taken necessary provisions for special needy peoples to get involve 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 available for them (UNICF ROSA, 2007). In other way it says that 96.33% Children with Special Needs are not educated while they have opportunities to have. Mean of this statement is even though, special education exists in Sri Lanka a lot of Children with Special Needs doing 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 believes, lack of knowledge about special education, social attitude towards children worth 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 issues is categorised as social problem. Some children with special needs become ill frequently. Therefore, they will not able to continue their education for a long time. This type of issues 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 programmers until they are 13 or 14 years old.

Some children have different abilities, and they perform their day-to-day activities in different way, because of the abnormalities of their part of the body or the special condition of the brain. However, most of time they have special abilities than normal children in some areas. It has 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**

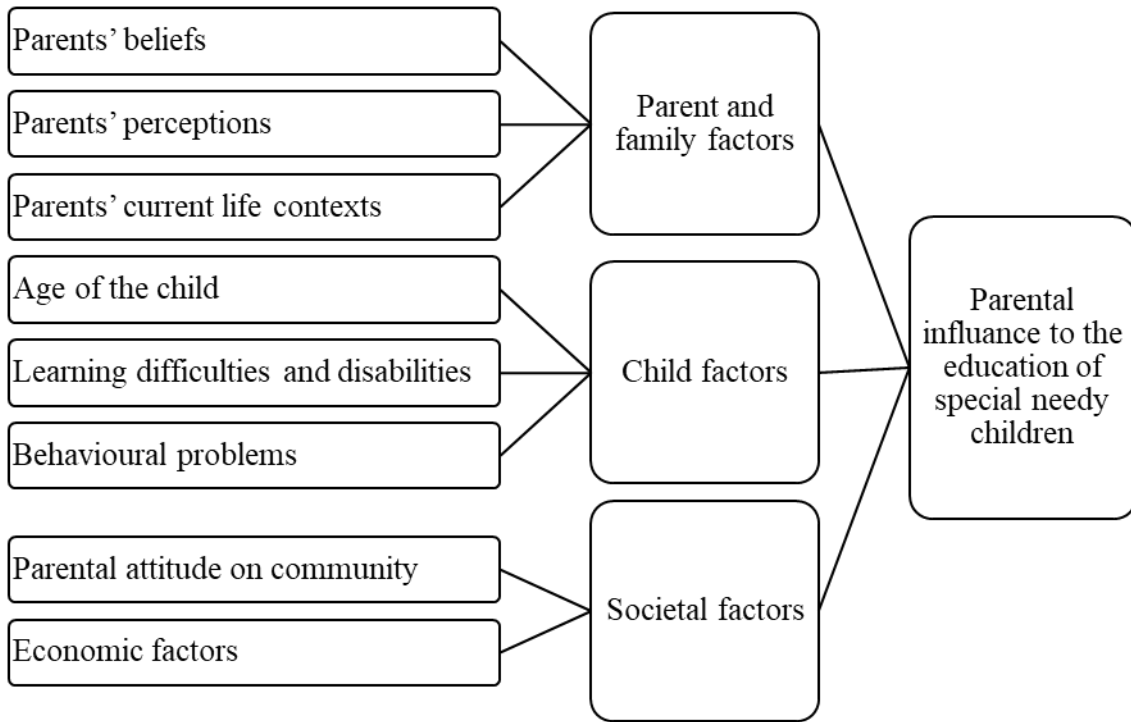


Figure 3.1: The Research Framework

**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.

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