



COMPARATIVE STUDY OF THE IMPACT OF MOTHER MIGRATION ON CHILDREN'S EDUCATIONAL PERFORMANCE

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Abstract : For the past few decades, foreign remittances have been a key pillar of Sri Lanka's foreign currency earnings and have covered around 80 percent of the country's annual trade deficit, hence foreign migration has been encouraged by the government and it is widely popular among citizens. In Sri Lanka, where female migrant workers make up 55% of the workforce and the feminization of the migrant labour force is a distinctive characteristic. This study is conducted to identify the negative impact on academic performance of children left behind by mothers who have migrated to provide them with a better future. Since education determine the future of a child and future of the children will determine the future of a country, investigating whether mother migration is having any negative effects on children's academic performance is a necessity. Hence, the main focus of this study is to identify any negative impact on children in terms of their academic performance and also to provide policy makers recommendations to develop strategies to minimize the impact of mother migration on the children's education performance.

IndexTerms - educational performance, mother migration, children, education.

I. INTRODUCTION

"More and more countries around the world are turning to short-term international migration to solve their labour shortage problems" (Holdaway & Dewind, 2008, p.189).By hiring a rolling stock of temporary and cheap international labour countries have saved on social and educational expenditure and solved the problem of keeping their culture intact. Labour-importing countries imposed a variety of restrictions on international workers concerning the length of stay and the admittance of dependents. Thus, unskilled, and semiskilled workers in particularly were only given contracts of a few years at a time and in most cases family members were not permitted to join the migrant. Consequently, short term migrants have been oriented toward their home countries visiting frequently and living frugally so that they could remit a large portion of their income to their families.

This study analysed whether and how permanent international migration reduces or increases vulnerability and risk of children in left behind households. Children's adjustment in relations to whether their mother or father migration evident to be different. (Chen et al., 2019) Father migration was positively associated with children's positive adjustment, primarily through the mediation of maternal support, whereas mother migration was negatively associated with children's social competence and academic achievement and positively associated with children's psychological problems (Xinyin et al., 2019). Additionally, in some households with migrated mothers' children were often in the care of other female family members rather than the fathers. (Chen et al., 2019) The evidence on changes in traditional gender roles and women's empowerment is still limited for arriving to general conclusions. 2 Policies should be enforced to protect children's rights by enhancing access to the potential benefits created by migration, while also providing protection for those who would be vulnerable to its negatives consequences (United Nations Department of Economic and Social Affairs Indigenous Peoples, 2007).

Effective migration policies needed to be accompanied by additional investments in health, education and social protection to address the risks faced by children and adolescents who are left behind. A more recent long-term study conducted by the National Institute of Child Health and Human Development in the US found that spending a year or more in a long-day-care center increases the likelihood that a child will be disruptive at school. This effect can last until the child is 11 or 12. The study further stated that the child's gender, family's income level and quality of day-care made no difference to its conclusions (Muehlenberg, 2009). Educational psychologist Burton White, director of the Harvard Preschool Project, has written extensively on the subject of nonparent care. This is how he summarizes his experience: "After more than 20 years research on how children develop well, I would not think of putting a child of my own into any substitute care program on a full-time basis, especially a centre-based program" (Hall, 2013). The research part mainly includes the migration of mother's impact on their children's' educational level compared to the mothers who are housewives as well as working inside the country. And also, the study includes not only the impact on students' education but also the cultural and economic impacts to the country. Students are the back born of the society therefore parents have responsibility to brought up them in a proper manner. But due to their economic situation parents

especially mothers are pushed to migrate and earn money to run their family and to provide basic needs to their children like food, clothing, shelter, and education. In order to this situation children can be misguided or can engage in immoral activities. Therefore, research carrying out about the problem, impacts, analysis, recommendations, and conclusions.

II. LITERATURE REVIEW

Since per historic era migration has been a part of the humankind which allowed them to spread across countries in search of resources and riches. Also, colonies like Greeks and empires like Roman Empire was built based on migration (Koser, 2007). However, during the second wave of globalization that began in the 1970s, governments put in place set of rules and regulations and enforced with law to screen and control the immigrants when entering their countries (Solimano, 2004). Further literature suggests that economic challenges among many others is one critical factor that drives people to migrate to overseas to overcome challenges. Hence people may relocate temporarily or permanently to wealthier countries, in search of better and well-paid job opportunities (Zanker, 2008). According to the literature, relocating from one geographic place to another has a big impact on a lot of things, notably personal relationships. "Migration is an economic, social and political process that affects those who move, those who stay behind, and the places where they go" (Spaho, 2008). Therefore, it is a necessity and a responsibility of the policy makers to establish proper feasible and humanitarian rules and policies to safeguard both the migrant and those who stay behind (Save the Children in Sri Lanka, 2006). With the current economic crisis in Sri Lanka, due to unmanageable debt load and acute balance of payments crises, economic growth and poverty has been negatively affected (The World Bank, 2022). As a result the local policy makers have encouraged the migrants to continue to send the remittance to country since it has been a driving force in Sri Lankan economy. As per the literature suggests female migration is vastly spread and contribute a considerable portion to the total exports, it is necessary for the policy makers to implement new strategies for the mothers who are amongst these female migrants to ease the departure from the loved ones (International Labour Organization, 2018).

2.1 Importance of female migration to Sri Lanka

One of the major dollar income sources in Sri Lanka is the foreign remittance sent by the immigrants. According to Sri Lanka Bureau of Foreign Employment (2021), as shown in the Figure 1, foreign remittance is one of the major dollar incomes that Sri Lanka have when considering total exports (complete data sheet is attached in the Annexure III & Annexure IV). Remittances from employees have been a crucial component of Sri Lanka's foreign exchange profits, acting as a sizable buffer against the expanding trade imbalance and strengthening the country's external sector resilience. Workers' remittances, which are a significant source of foreign exchange profits, have, on average, covered 80% of the annual trade deficit during the previous 20 years. Remittances from workers are non-debt-creating foreign cash inflows into the nation, and unlike many export categories for goods, this form of foreign exchange income does not require any imports.

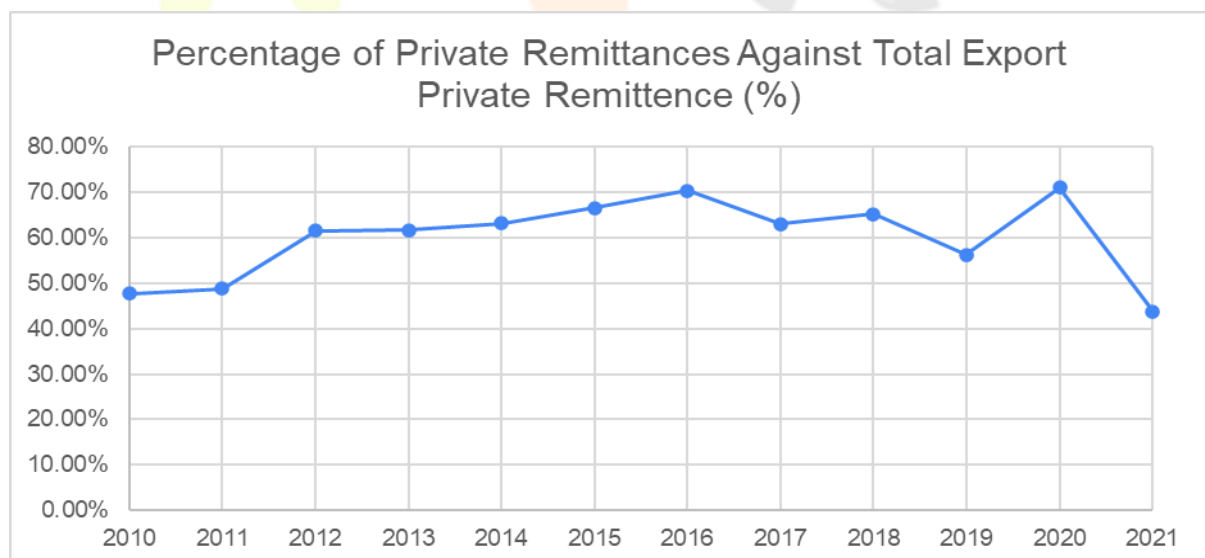


Figure 1: Percentage of Private Remittances Against Total Export 2010-2021 (Sri Lanka Bureau of Foreign Employment, 2021).

According to Ministry of Foreign Employment Promotion & Welfare (2008), a distinctive feature of Sri Lanka's migrant labour force, is the feminization of the labour force, where 55% of the workforce is female. As displayed below in the Figure 2 majority of the migrant workers during the year 2007 were female and it was over one million workers. Further by taking this literature into consideration, it can be deduced that in Sri Lanka female migration is popular and will be continued for the years to come.

Estimated No of Sri Lankan Overseas Contract Workers by Manpower Levels & Sex 2007

Manpower Level	Male	Female	Total
Professional Level	12,200	2,550	14,750
Middle Level	36,500	10,000	46,500
Clerical & Related	59,300	11,780	71,080
Skilled	260,400	107,100	367,500
Semi Skilled	3,100	235	3,335
Unskilled	250,800	77,990	328,790
Housemaid	-	810,500	810,500
Total	622,300	1,020,155	1,642,455

Figure 2: Estimated No of Sri Lankan Overseas Contract Workers by Manpower Levels & Sex 2007 (International Labour Office, 2008)

With the current economic crisis in Sri Lanka, due to unmanageable debt load and acute balance of payments crises, economic growth and poverty has been negatively affected (The World Bank, 2022). As a result the local policy makers have encouraged the migrants to continue to send the remittance to country since it has been a driving force in Sri Lankan economy.

As per the literature suggests female migration is vastly spread and contribute a considerable portion to the total exports, it is necessary for the policy makers to implement new strategies for the mothers who are amongst these female migrants to ease the departure from the loved ones (International Labour Organization, 2018).

2.2 Current Policies and Regulations

Currently in Sri Lanka there are several enforced rules and regulations to safeguard both the migrant and children who will be left behind.

2.3 Constitutional law

One of the potential routes for defending the rights of migrant workers and the children they leave behind is provided by the Sri Lankan Constitution. In the 1972 Constitution, fundamental rights and liberties were first stated. However, Children who are left behind have certain limited safeguards under Sri Lankan current constitution. The necessity to broaden the fundamental freedoms and rights outlined in the 1978 Constitution was acknowledged in the 2000 and a draft of a more durable constitution was presented (Abeyasekera & Jayasundere, 2015).

The draft recognized that children have unique rights, including the right of every child to family care or parental care or to appropriate alternative care when removed from the family environment and the supremacy of the child's best interests, both of which are relevant to the issues raised in this article. Unfortunately, this draft was not passed (Abeyasekera & Jayasundere, 2015). Hence the requirement of a strong unique reforms needs to be added to the Sri Lankan Constitution of uphold the rights of the children who are been left behind.

2.4 The Sri Lanka Bureau of Foreign Employment (SLBFE)

All prospective migrants must register with the Sri Lanka Bureau of Foreign Employment (SLBFE), which was established by Act No. 21 of 1985 (SLBFE Act). The SLBFE Act includes a number of requirements for migration, including obtaining an insurance policy before leaving and participating in a seven-day training course in the case of migrants going abroad as housemaids for the first time. (Save the Children in Sri Lanka, 2006).

The female domestic employees received social assistance from the SLBFE. Additionally, SLBFE serves as a middleman in resolving issues that affect female domestic workers in the Middle East, such as contract violations, housing conditions, labour protection, and rights violations. The SLBFE Act's emphasis on promoting migration as a source of revenue creation for the State and for Sri Lankans themselves presents a significant difficulty. Although the SLBFE Act acknowledges in principle the need to protect the welfare of the families of Sri Lankans working abroad, the State is not given particular authority to do so. As a result, government practices and policies do not fully represent this obligation. (Thennakoon, 2019, p.3)

2.5 The National Child Protection Authority (NCPA)

The National Child Protection Authority (formed in 1998 under Act No. 50 of 1958), operates with a President appointed board which includes representatives from the important labour, social service, and childcare departments. (Parliament of the Democratic Socialist Republic of Sri Lanka, 1998) The NCPA is tasked with, among other things, developing policy on child abuse and exploitation and coordinating the many organizations involved in its prevention and victim protection.

2.6 Mother Migration

Rarely does a female decide to migrate on their own; instead, it is typically a decision made collectively as a societal decision for the benefit of the entire family by the family. Once decided, to support their children, spouses, and extended family that remain behind, Sri Lankan women have been going to work overseas (Najab & Munas, 2014). As per the Figure 3, majority of the migrants were reported working as housemaids overseas. While acknowledging women's rights to migrate and work overseas, "the social costs of migration, in terms of impact on families and children left behind, have been highlighted by many" (Ministry of Foreign Employment Promotion & Welfare, 2008).

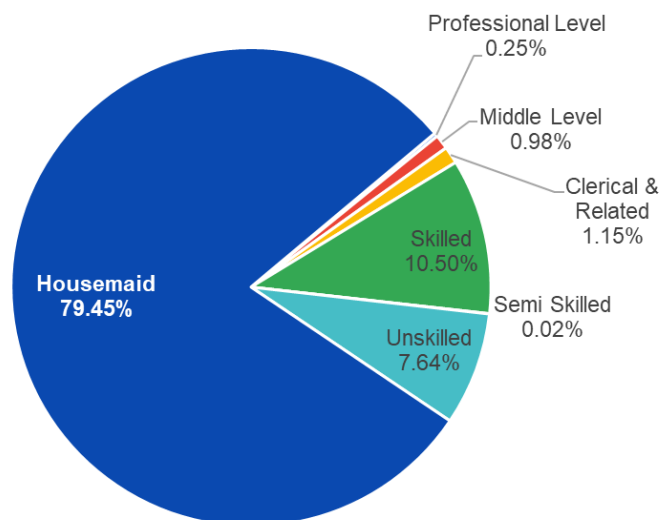


Figure 3: According Ministry of Foreign Employment Promotion & Welfare (2008), estimated no of Sri Lankan overseas contract workers by skill/job levels 2007 female migrants. (Created by Researcher, 2022)

However, literature also criticize the mother migration by stating the fact that since majority of migrants are housemaids, they offer nurturing to Middle Eastern children while providing material benefits to their own offspring. Further iterate the fact that instead of emotional support, they provide material support with hopes that family members will pick up the emotional sustenance. Literature further iterates the fact that migrants believe while they provide the financial support, family members or the caregiver will take on the responsibility of providing the emotional support to the children left behind. And past studies indicate that caretakers won't and can't provide the emotional support that was once provided by the mother. Hence the void left behind is significant and can result in psychosocial condition or could create a violate child (Save the Children in Sri Lanka, 2006).

Since this impact on children left behind should be considered more deeply at a policy level, Sri Lanka Bureau of Foreign Employment (SLBFE) introduced the mandatory family background report (FBR) in 2013 to prohibit any woman with children under the age of five from migrating abroad to seek employment, and it mandates that all mothers with children over five years old "to ensure the protection of [her] children" by designating an alternative caregiver (Abeyasekera & Jayasundere, 2015). However, government made and cabinet decision in 2022 allowing females with children 2 years and above to migrate (Department of Government Information, 2022).

Although there are laws and regulations enforced, to mitigate possible side effects of mother (female) migration, more streamlined policies need to be introduced to improve the standard of loved once left behind (Ministry of Foreign Employment Promotion & Welfare, 2008).

2.6 Children left behind.

"A human being below the age of 18 years unless under the law applicable to the child, majority is attained earlier" (UNICEF, 1989, p.4). By supporting the definition of Union nation's convention, the parents have more responsibilities and obligations for protect their children upbringing and development in this period. Hence mother's affection guidance and emotional support is very crucial for a child to develop their self-esteem (Roberts & Bengtson, 1993).

Literature provide evidence that children of migrants showed signs of mental disturbances, had disruptive behaviours, and were difficult to discipline (Senaratne et al., 2011). One of the key possible harms experienced by children left behind is that they can be diverted from education as children and be pressured into domestic roles formerly discharged by the absent parent (Jayasuriya & Opekin, 2015).

2.7 Cognitive development Theory.

Strat of remembering, recalling, thinking, learning, and making decisions in children in their early days and improving these abilities is referred to as cognitive development in children. This growth begins in childhood and continues until maturity (Feldman, 2004). "Cognitive development in children comes in when they start involving physical and mental abilities to understand the things happening around them" (Petrovic et al., 2010). Thought processes of children vary with the age,

depending on their psychological circumstances. Hence the psychological impact on children when mother leave them behind can harm their thinking process and affect their academic performance.

2.8 Behavioural Theory.

In an effort to better understand the human mind, behavioural psychology examines observed human behaviour. It is mostly interested in the internal forces that influence how we behave in diverse contexts.

Behaviour patterns are the primary distinction between adaptive and maladaptive behaviour. Individuals may adjust to different conditions in a good way thanks to adaptive behaviour, which also fosters an environment that allows for true development and growth.

Maladaptive behaviour refers to any action that is intended to react, respond, or adapt to a circumstance but is unable to do so successfully. Anger is a typical example of a maladaptive behaviour. It's common for people to act out in anger by yelling, throwing objects, or hurting others in an attempt to be heard, yet doing so just serves to silence your argument and amplify your hostility (Singh, 2021).

Youngsters who exhibit maladaptive behaviours as children are less likely to build strong connections and may find it difficult to win the respect or regard of their elders. Maladaptive behaviours are frequently mistaken for signs of laziness, disruptive tendencies, disrespect, or a lack of consideration when, in reality, most of these things are almost never the case. Instead, maladaptive behaviours are frequently seen as behavioural responses to pain, discomfort, fear, or confusion. (Delprato & Midgley, 1992).

Adaptive	Maladaptive
Adaptive behavior allows individuals to adapt in a positive manner to various situations.	Maladaptive behavior can be viewed as a negative form of behavior which harms the individuals.
Adaptive behavior is positive and functional to the individual.	Maladaptive behavior is negative and dysfunctional.
Adaptive behavior relieves the anxiety in a productive manner.	It forces the individuals to avoid the situation or else engage in counter-productive behavior.
Adaptive behavior enables personal growth.	Maladaptive behavior delays personal growth.
Adaptive behavior can be viewed in a healthy individuals.	Maladaptive behavior is a symptom of psychological diseases.

Figure 4: Differences between adaptive and maladaptive in behaviour patterns (Singh, 2021)

Watson and Skinner felt that, if they were given a bunch of new-borns, their upbringing and environment would ultimately determine how they behaved, rather than their parents' genetics. (Western Governors University, 2020)

2.9 Pre study analysis.

2.9.1 Children's cognitive development.

Strat of remembering, recalling, thinking, learning, and making decisions in children in their early days and improving these abilities is referred to as cognitive development in children. This growth begins in childhood and continues until maturity (Feldman, 2004). "Cognitive development in children comes in when they start involving physical and mental abilities to understand the things happening around them" (Petrovic et al., 2010). Thought processes of children vary with the age, depending on their psychological circumstances. Hence the psychological impact on children when mother leave them behind can harm their thinking process and affect their academic performance.

For instance, pre-school children (below 5years old) would not prefer their mother leaving them behind. However, the greatest impact of mother migration would be to the children between the ages of 6 and 16, since it is more difficult for them to accept losing their moms, who they had already formed a very close bond with. Anyhow, elder children who have almost reach their adulthood (over 16 years) who has an idea of the family economy status will be liking the fact that mother will be migrating

to provide them a financial stability (Cortes, 2015). As literature states due to cognitive development with age children will have different reactions to the mother migration and will also alter the cognitive development process.

Furthermore, Reyes (2008) has recognized several factors that may negatively or positively affect the personal development of the children. One of the key factors mentioned in the study is global parenting where mothers can interact with child using technology to assist with work. According to the author, modern technology such as mobile phones and internet access helps children to connect with their parents who live abroad. However, this study emphasised the fact that even with global parenting using technology, the emotional bonds that may form between parents and children when they are physically there will still be missed. Thus, modern technology only connects people who are present at different geographical location but it does not support emotional expressions (Reyes, 2008).

The author in explaining third factor is “Academic performance and school behaviour”. “Children of migrants performed well especially during grade school compared to non-migrant children (based on the study of Scalabrini). But it was also evident that children of migrant mothers tend to score lower than the other children” (Cortes, 2015). The author explained here importance of mother’s existence for children’s educational performance. The fourth factor is concerned about “General well-being”. “Children of migrants were generally fine and faring better than the children of non-migrants” (Cortes, 2015).

Children left behind experience loss of maternal care and may suffer from the lack of attention from absentee mothers. Usually, migrant mothers leave their children with their relatives who substitute as caregivers using the money the send home. The positive aspect is that children provided better material goods and enable them to attend better schools (UNICEF, 2004).

2.9.2 Behavioural patterns of children.

Another factor by Reyes (2008) is search for role model, which identified “the strength of family relationship particularly the children’s closeness to their parents, is reflected in the children’s choice of their parents as role models” According, to the author immigration of their parents, affect the children’s future ambitions and their profession, because they like to be a doctors, teachers, engineers etc. However, they change their mindfulness that could get a higher income after the school education they would abroad like their parents.

The author describes Final factor as a “Socialization of children and learning to be independent” (Cortes, 2015). The author believe that all children must share their responsibilities whether their parents abroad or not, as a result they know how handle the day-to-day manner individually (Cortes, 2015).

Further analysis shows that the impact from mother migration have possible effect on the cognitive development of children left behind in Sri Lanka. According to Save the Children in Sri Lanka (2006) study, most of the female migrates were in age group of 21-40 and their children were in the age group between 1- 16 when they migrated. As described in literature this is the most important period of children’s cognitive development phase. In this period, mother’s absenteeism directly affected to their children’s education (Save the Children in Sri Lanka, 2006).

III. METHODOLOGY

3.1 Sample and Sampling.

The study was focused on selecting a representative sample of students based on three schools in Gampaha DS division. According to the records from Gampaha DS, reported full population of 30 students whose mothers have been migrated have been chosen along with 30 other students whose mothers have not been migrated (selected from each grade using stratified sampling), as the sample size for this study. The data was collected from 60 questionnaires filled by this selected student sample. However, in order to obtain end of year examination marks for same subjects, only the children from grade 6 to grade 11 were considered. Therefore, children from grade 1 to 5 were eliminated from the sample due to the practical limitations with obtaining correct information.

3.2 Study Area.

The research attempt to explore a comparison of the educational performance of whose mothers are migrated, working Sri Lanka, and not working. The research will be helpful to find solution for the above problem that mentioned in the research problem.

District	AGA Division	Professional		Skilled		Semi-Skilled			Middle Level		Clerical & Related		Low Skilled		Total
		F	M	F	M	House Keeping Assistant	Other		F	M	F	M	F	M	
							F	M							
Gampaha	Attanagalla	0	6	3	35	23	1	4	1	4	0	6	11	19	113
	Biyagama	2	14	2	23	14	0	0	1	1	2	8	13	17	97
	Divulapitiya	1	6	6	29	24	0	0	1	2	1	0	9	14	93
	Gampaha	29	263	130	1139	828	7	68	23	118	63	194	308	650	3820
	Katana	2	8	7	66	41	2	1	0	3	1	4	25	30	190
	Kelaniya	8	16	8	78	52	2	4	1	8	3	11	20	35	246
	Mahara	7	42	14	142	87	1	7	3	23	8	31	55	67	487
	Meerigama	0	7	6	49	55	0	0	1	3	1	5	22	31	180
	Minuwangoda/ Aluth Kuru Korale North B	2	12	3	49	36	0	1	0	4	0	2	17	16	142
	Negombo/Aluth Kuru Korale North A	2	34	17	173	97	1	11	2	15	6	34	56	95	543
	Not Available	0	0	0	4	3	0	0	0	1	0	0	1	3	12
	Wattala/ Aluth Kuru Korale South B	5	34	5	116	64	2	6	2	16	8	32	32	76	398
	Weke/Siyane Korale East Gangabodapattuwa	1	4	9	32	16	0	1	0	1	0	2	11	14	91
	total	59	446	210	1935	1340	16	103	35	199	93	329	580	1067	6412

Figure 5: Figure 1.3 1: Total Registration with the SLBFE by Districts- 2017-2020. (Outward Labour Migration in Sri Lanka, 2020).

District	AGA Division	Professional		Skilled		Semi-Skilled			Middle Level		Clerical & Related		Low Skilled		Total
		F	M	F	M	House Keeping Assistant	Other		F	M	F	M	F	M	
							F	M							
Gampaha	Attanagalla	0	6	3	35	23	1	4	1	4	0	6	11	19	113
	Biyagama	2	14	2	23	14	0	0	1	1	2	8	13	17	97
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	Not Available	0	0	0	4	3	0	0	0	1	0	0	1	3	12
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	total	59	446	210	1935	1340	16	103	35	199	93	329	580	1067	6412

Figure 6: Registration of Migrant Employees -2020 (Gampaha AGA Division) (Outward Labour Migration in Sri Lanka, 2020).

The study will conduct in Gampaha District, Gampaha divisional secretariat Sri Lanka. Where Gampaha District is the second highest for female foreign departures and Gampaha Divisional Secretariat (DS) division is the highest for female foreign departures according to the Sri Lanka Bureau of Foreign Employment (Outward Labour Migration in Sri Lanka, 2020).

3.3 Methods of Data Collection.

Accordingly, questionnaire survey was conducted among 30 mother migrated students and 30 non mother migrated students. Few key areas identified from the literature analysis were included in the questionnaire survey to gather data for the study. Some 8 of these areas are demography, family background, homework engagement, children’s perceptions, attending tuition, and school performance.

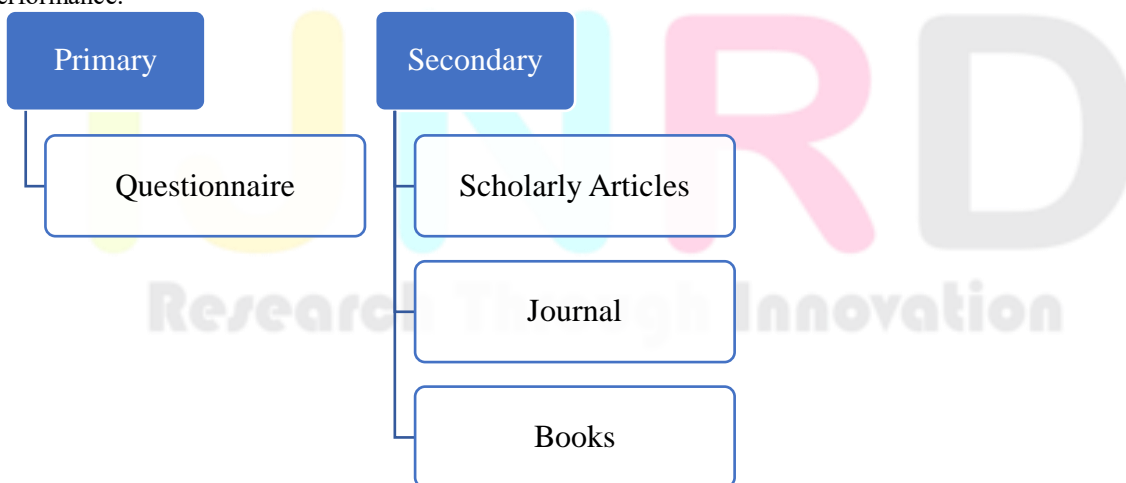


Figure 7: Methods of Data Collection(Created by Researcher, 2022).

3.4 Method of data Analysis.

This study aims at employing both quantitative data analysis method (using SPSS tool and Microsoft Excel) and qualitative data analysis method (using CCM) in examine the impact of mother migration on educational performance of children.

IV: RESULTS AND DISCUSSION

4.1 Academic performance of the children in mothers migrated families.

From the survey, term test results of both children with migrant mothers and mothers living (with them) in Sri Lanka were collected and a comparative analysis was conducted to identify the correlation of mother presence and academic performance.

An important finding of this study was that more than half of the students with migrant mothers scored below 40 for four key subjects (Sinhala, English, Mathematics and Science) in the school term test (Figure 3.3-1). Comparing that with the students with non-migrant mothers showed a significant difference in scores. As per Figure 3.3-2, most of the students with non-migrant mothers scored over 80th percentile in the school term test. Further, subject marks scored by children with non-migrant mothers indicated a trend where majority of the sample (over 50%) obtained results above 40th percentile. As a result, although the migrant mother's absence was not the only cause of the child's poor education performance, it was evident that it had a significant effect on their education when compared with the other group.

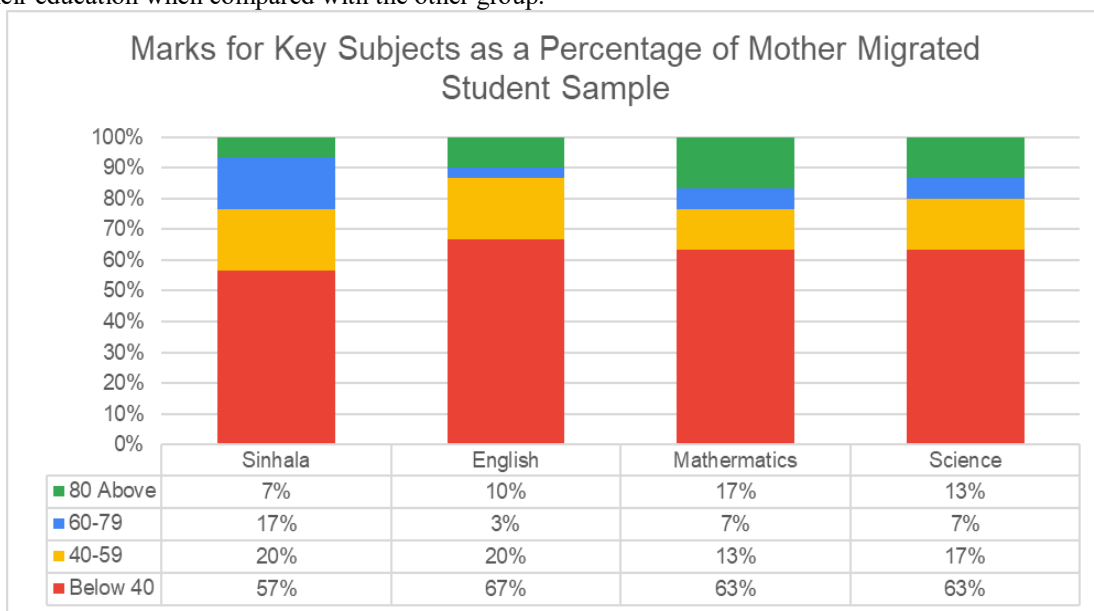


Figure 8: Marks for key subjects as a percentage of mother migrated student sample (Field Study, 2022).

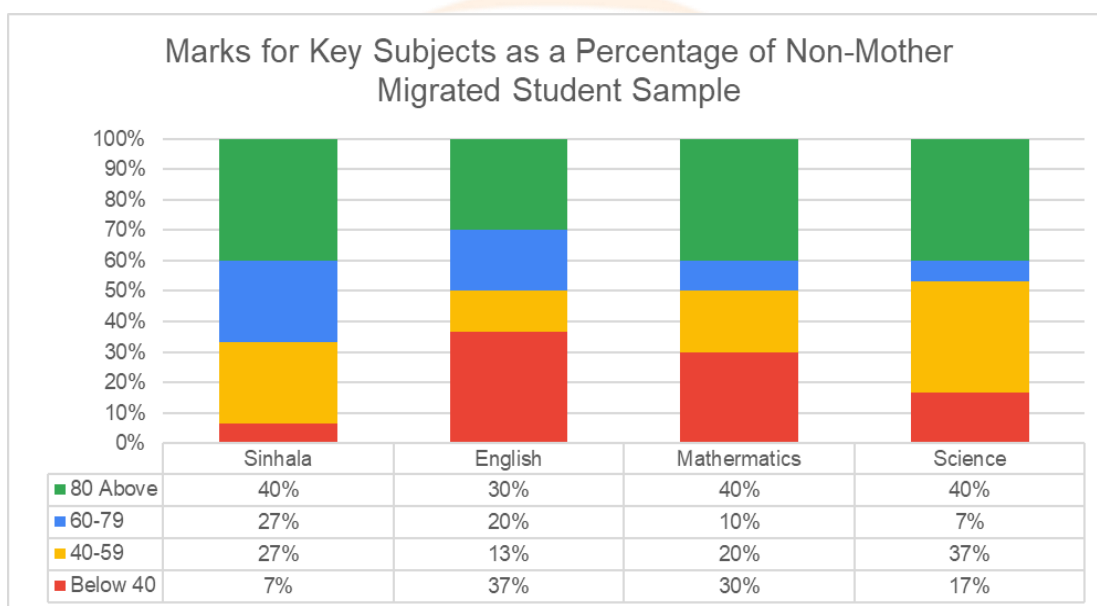


Figure 9: Marks for key subjects as a percentage of non-mother migrated student sample (Field Study, 2022).

As discussed before, size of the family has a significant impact on the children’s education and academic achievements of migrant student. As shown in Figure 3.3-3 over 65% of the students scored below 40 for each key subject. Further considering the

proportions of the marks scored by student in medium families it indicates a slight drop (all below 50 %) in the percentages of those who score below 40. Although the scores obtained by medium family children was not better than small families, however it is evident that having more family members will favor the academic performance of students slightly.

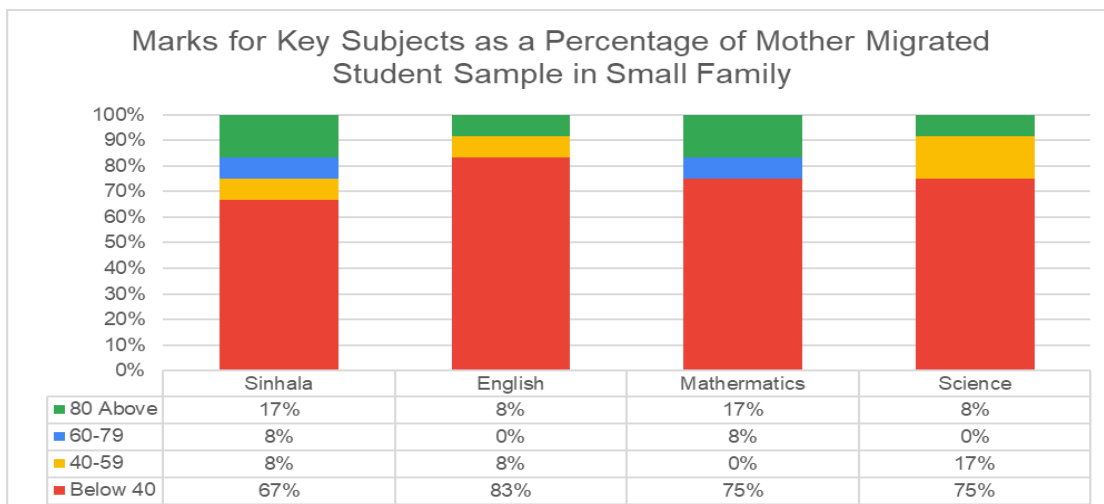


Figure 10: Marks for key subjects as a percentage of mother migrated student sample in small family (Field Study, 2022).

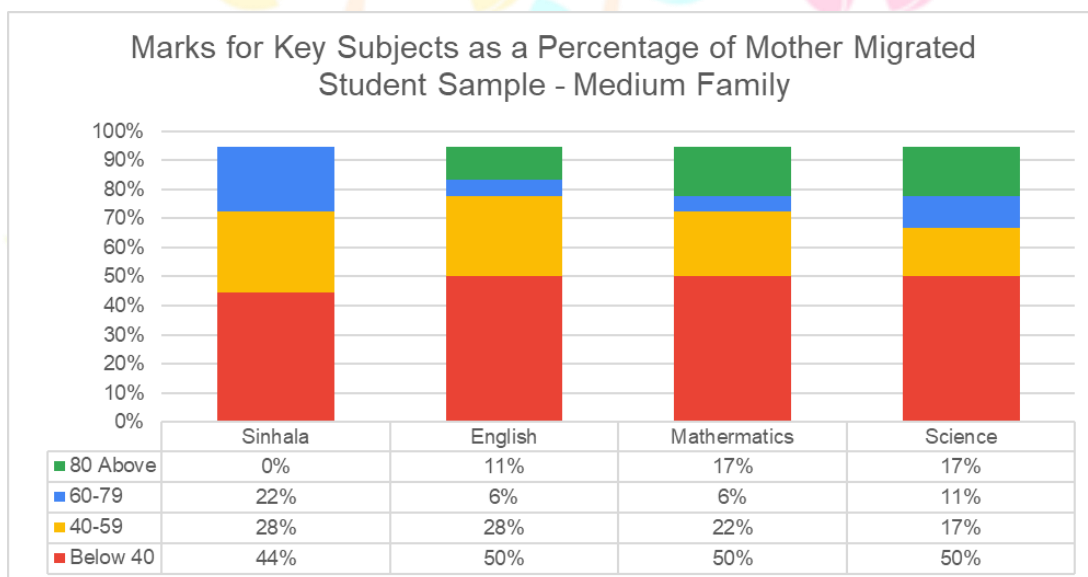


Figure 11 :Marks for key subjects as a percentage of mother migrated student sample in medium family (Field Study, 2022).

Further analysis was conducted to identify more trends and patterns to find evidence to identify whether that there is a correlation between mother migration and the education performance, by focusing on key subjects.

4.2 Sinhala - Score Analysis

			How much did you get in the term test for this subject? [Sinhala]				Total
			40 - 60	60 - 80	Above 80	Below 40	
Is your mother abroad?	No	Count	8	8	12	2	30
		% within Is your mother abroad?	26.7%	26.7%	40.0%	6.7%	100.0%
		% within How much did you get in the term test for this subject? [Sinhala]	57.1%	61.5%	85.7%	10.5%	50.0%
		% of Total	13.3%	13.3%	20.0%	3.3%	50.0%
	Yes	Count	6	5	2	17	30

		% within Is your mother abroad?	20.0%	16.7%	6.7%	56.7%	100.0%
		% within How much did you get in the term test for this subject? [Sinhala]	42.9%	38.5%	14.3%	89.5%	50.0%
		% of Total	10.0%	8.3%	3.3%	28.3%	50.0%
Total		Count	14	13	14	19	60
		% within Is your mother abroad?	23.3%	21.7%	23.3%	31.7%	100.0%
		% within How much did you get in the term test for this subject? [Sinhala]	100.0%	100.0%	100.0%	100.0%	100.0%
		% of Total	23.3%	21.7%	23.3%	31.7%	100.0%

Table 1: If mother is migrated, how much did the child get in the term test for Sinhala subject? (Field Study, 2022).

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.963 ^a	3	.000
Likelihood Ratio	22.463	3	.000
N of Valid Cases	60		
a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.50.			

Table 2: Correlation between student's Exam Score and having an immigrant mother (Sinhala subject) (Field Study, 2022).

H₀: There is no correlation between a child's term exam score in Sinhala subject and having an immigrant mother.

H₁: There is a significant relationship between a child's term test score in Sinhala subject and having an immigrant mother.

This table represents that $\chi^2 = 19.963$, p-value = 0.0. The p-value is less than 0.05 and therefore we can reject the null hypothesis that the above two variables are independent. Therefore, we can say that there is a significant relationship between a child's term test score in Sinhala subject and having an immigrant mother.

Phi (=0.577) and Cramer's V (=0.577) are both tests of the strength of association. Therefore, we can say that there is a moderate relationship between the two variables.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.577	.000
	Cramer's V	.577	.000
N of Valid Cases		60	

Table 3: Association between student's Exam Score and having an immigrant mother (Sinhala subject) (Field Study, 2022)

Figure 12 shows that children whose mothers have migrated have the lowest test scores compared to children whose mothers did not migrate (Below 40). Also, children whose mothers did not migrate have the highest test scores compared to children whose mothers have migrated (Above 80). The number of children who scored between 40-60 and 60-80 has the same value as when their mothers did not migrate.

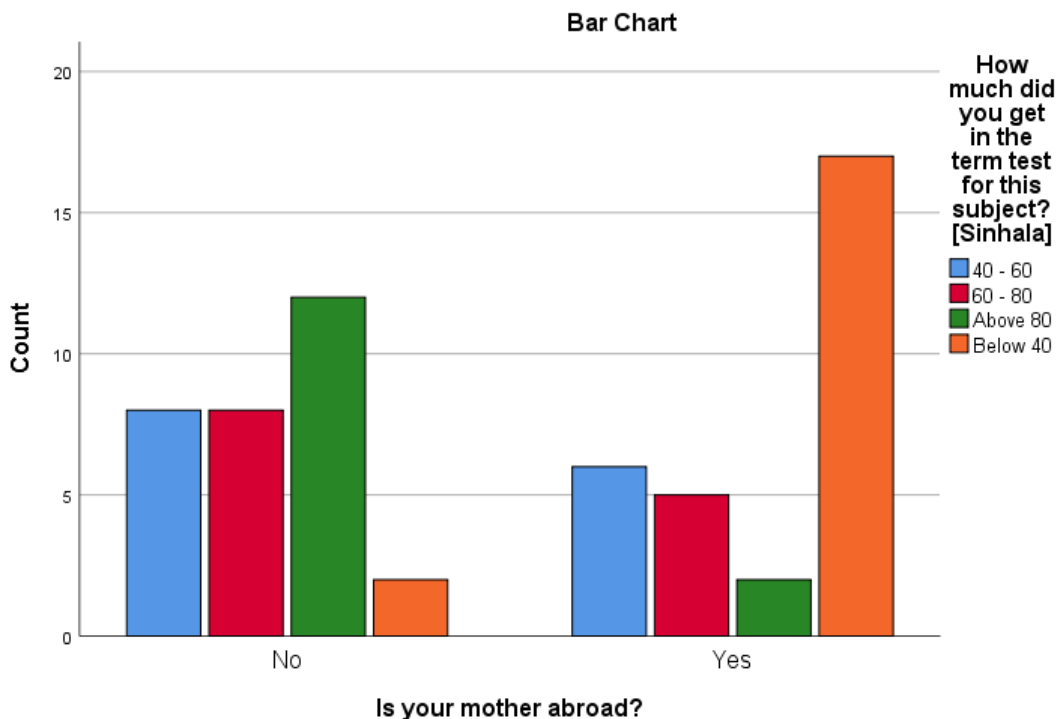


Figure 12: Mark Scored for Sinhala (Field Study, 2022)

4.3 English - Score Analysis

		How much did you get in the term test for this subject? [English]				Total	
		40 - 60	60 - 80	Above 80	Below 40		
Is your mother abroad?	No	Count	4	6	9	11	30
		% within Is your mother abroad?	13.3%	20.0%	30.0%	36.7%	100.0%
		% within How much did you get in the term test for this subject? [English]	40.0%	85.7%	75.0%	35.5%	50.0%
		% of Total	6.7%	10.0%	15.0%	18.3%	50.0%
	Yes	Count	6	1	3	20	30
		% within Is your mother abroad?	20.0%	3.3%	10.0%	66.7%	100.0%
		% within How much did you get in the term test for this subject? [English]	60.0%	14.3%	25.0%	64.5%	50.0%
		% of Total	10.0%	1.7%	5.0%	33.3%	50.0%
Total		Count	10	7	12	31	60
		% within Is your mother abroad?	16.7%	11.7%	20.0%	51.7%	100.0%

	% within How much did you get in the term test for this subject? [English]	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	16.7%	11.7%	20.0%	51.7%	100.0%

Table 4: If mother is migrated, how much did the child get in the term test for English subject? (Field Study, 2022)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.584 ^a	3	.022
Likelihood Ratio	10.156	3	.017
N of Valid Cases	60		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 3.50.

Table 5: Correlation between student's Exam Score and having an immigrant mother (English subject) (Field Study, 2022)

H₀: There is no correlation between a child's term exam score in English subject and having an immigrant mother.

H₁: There is a significant relationship between a child's term test score in English subject and having an immigrant mother.

This table represents that $\chi^2 = 9.584$, p-value = 0.022. The p-value is less than 0.05 and therefore we can reject the null hypothesis that the above two variables are independent.

Therefore, we can say that there is a significant relationship between a child's term test score in English subject and having an immigrant mother.

Phi (=0.400) and Cramer's V (=0.400) are both tests of the strength of association. Therefore, we can say that there is a moderate relationship between the two variables.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.400	.022
	Cramer's V	.400	.022
N of Valid Cases		60	

Table 6: Association between student's Exam Score and having an immigrant mother (English subject) (Field Study, 2022)

Figure 13 shows that children whose mothers have migrated have the lowest test scores for English, compared to children whose mothers did not migrate. Almost 33.33% of children scored less than mark 40 when their mother migrated. The number of children scoring between the split ranges increased gradually when their mothers did not migrate.

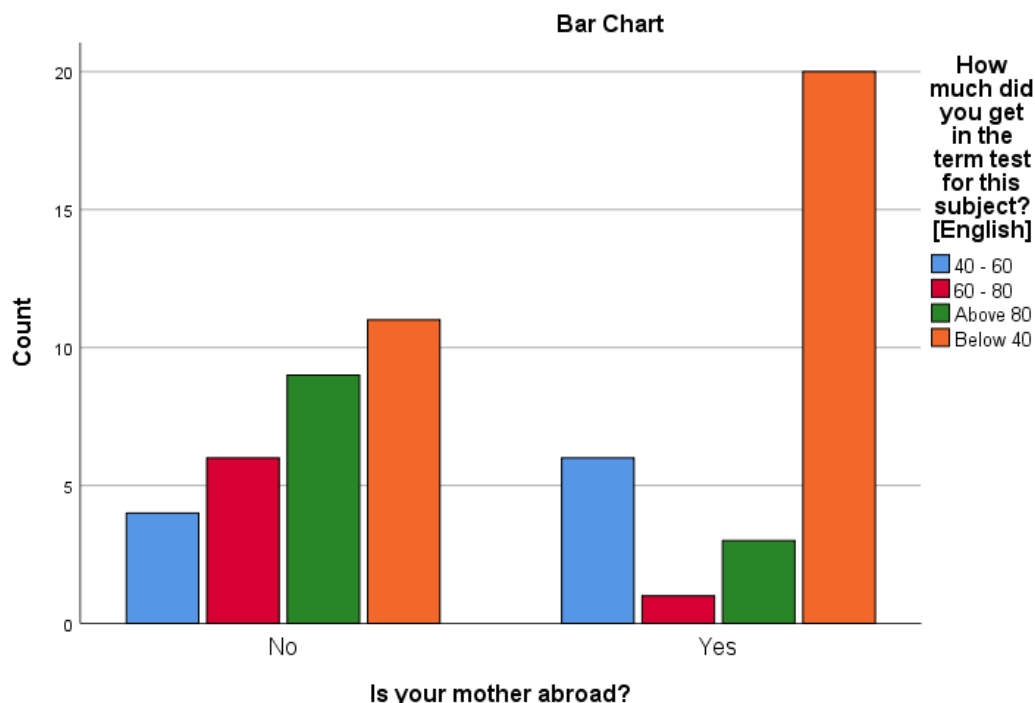


Figure 13: Marks Scored for English (Field Study, 2022)

4.4 Mathematics - Score Analysis

		How much did you get in the term test for this subject? [Mathematics]				Total	
		40 - 60	60 - 80	Above 80	Below 40		
Is your mother abroad?	No	Count	6	3	12	9	30
		% within Is your mother abroad?	20.0%	10.0%	40.0%	30.0%	100.0%
		% within How much did you get in the term test for this subject? [Mathematics]	60.0%	60.0%	70.6%	32.1%	50.0%
		% of Total	10.0%	5.0%	20.0%	15.0%	50.0%
	Yes	Count	4	2	5	19	30
		% within Is your mother abroad?	13.3%	6.7%	16.7%	63.3%	100.0%
		% within How much did you get in the term test for this subject? [Mathematics]	40.0%	40.0%	29.4%	67.9%	50.0%
		% of Total	6.7%	3.3%	8.3%	31.7%	50.0%
Total	Count	10	5	17	28	60	

	% within Is your mother abroad?	16.7%	8.3%	28.3%	46.7%	100.0%
	% within How much did you get in the term test for this subject? [Mathematics]	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	16.7%	8.3%	28.3%	46.7%	100.0%

Table 7: If mother is migrated, how much did the child get in the term test for Mathematics subject? (Field Study, 2022)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.054 ^a	3	.070
Likelihood Ratio	7.225	3	.065
N of Valid Cases	60		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.50.

Table 8: Correlation between student's Exam Score and having an immigrant mother (Mathematics subject) (Field Study, 2022)

H₀: There is no correlation between a child's term exam score in

Mathematics subject and having an immigrant mother.

H₁: There is a significant relationship between a child's term test score in

Mathematics subject and having an immigrant mother.

This table represents that $\chi^2 = 7.054$, p-value = 0.07. The p-value is greater than 0.05 and therefore we don't have enough evidence to reject the null hypothesis that the above two variables are independent.

Therefore, we don't have enough evidence to say that there is a significant relationship between a child's term test score in Mathematics subject and having an immigrant mother.

Both Phi and Cramer's V values are equal to .343 as shown in the table 3.3-9. Therefore, we can say that there is a weak relationship between the mathematics marks that students got in their term tests and having an immigrant mother.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.343	.070
	Cramer's V	.343	.070
N of Valid Cases		60	

Table 9: Association between student's Exam Score and having an immigrant mother (Mathematics subject) (Field Study, 2022)

Figure 14 shows that children whose mothers have migrated have the lowest test scores for Mathematics, compared to children whose mothers did not migrate. Almost 31.7% of children scored less than mark 40 when their mother is migrated. Again, the number of children scoring between the split ranges increased gradually when their mothers did not migrate.

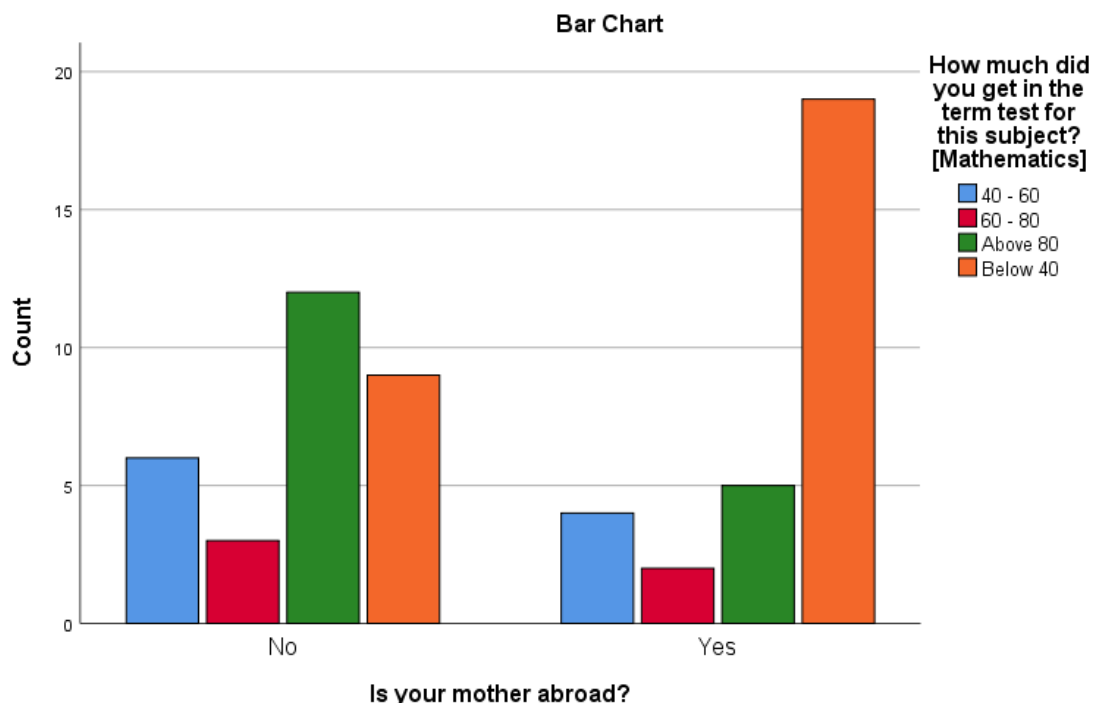


Figure 14: Marks Scored for Mathematics (Field Study, 2022).

4.5 Science – Score Analysis

			How much did you get in the term test for this subject? [Science]				Total
			40 - 60	60 - 80	Above 80	Below 40	
Is your mother abroad?	No	Count	11	2	12	5	30
		% within Is your mother abroad?	36.7%	6.7%	40.0%	16.7%	100.0%
		% within How much did you get in the term test for this subject? [Science]	68.8%	50.0%	75.0%	20.8%	50.0%
		% of Total	18.3%	3.3%	20.0%	8.3%	50.0%
	Yes	Count	5	2	4	19	30
		% within Is your mother abroad?	16.7%	6.7%	13.3%	63.3%	100.0%
		% within How much did you get in the term test for this subject? [Science]	31.3%	50.0%	25.0%	79.2%	50.0%
		% of Total	8.3%	3.3%	6.7%	31.7%	50.0%
Total		Count	16	4	16	24	60
		% within Is your mother abroad?	26.7%	6.7%	26.7%	40.0%	100.0%

	% within How much did you get in the term test for this subject? [Science]	100.0%	100.0%	100.0%	100.0%	100.0%
	% of Total	26.7%	6.7%	26.7%	40.0%	100.0%

Table 10: If mother is migrated, how much did the child get in the term test for Science subject? (Field Study, 2022)

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.417 ^a	3	.002
Likelihood Ratio	15.199	3	.002
N of Valid Cases	60		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 2.00.

Table 11: Correlation between student's Exam Score and having an immigrant mother (Science subject) (Field Study, 2022)

H₀: There is no correlation between a child's term exam score in Science subject and having an immigrant mother.

H₁: There is a significant relationship between a child's term test score in Science subject and having an immigrant mother.

Table 3.3.4-2 represents that $\chi^2 = 14.417$, p-value = 0.02. The p-value is less than 0.05 and therefore we can reject the null hypothesis that the above two variables are independent. Therefore, we can say that there is a significant relationship between a child's term test score for science subject and having an immigrant mother.

According to the Table 3.3-12, Phi (=0.490) and Cramer's V (=0.490) are both tests of the strength of association. Therefore, we can say that there is a moderate relationship between a child's term test score for science subject and having an immigrant mother.

Symmetric Measures

		Value	Approximate Significance
Nominal by Nominal	Phi	.490	.002
	Cramer's V	.490	.002
N of Valid Cases		60	

Table 12: Association between student's Exam Score and having an immigrant mother (Science subject) (Field Study, 2022)

This graph shows that children whose mothers have migrated have the lowest test scores for science, compared to children whose mothers did not migrate. Approximately 33.33% of children scored less than 40 points when their mothers migrated. In both scenarios, the number of students who got their marks in the 60-80 range is equal. Both the number of students who scored between 40-60 points when the mother migrated and the number of students who scored below 40 points when the mother did not migrate is the same.

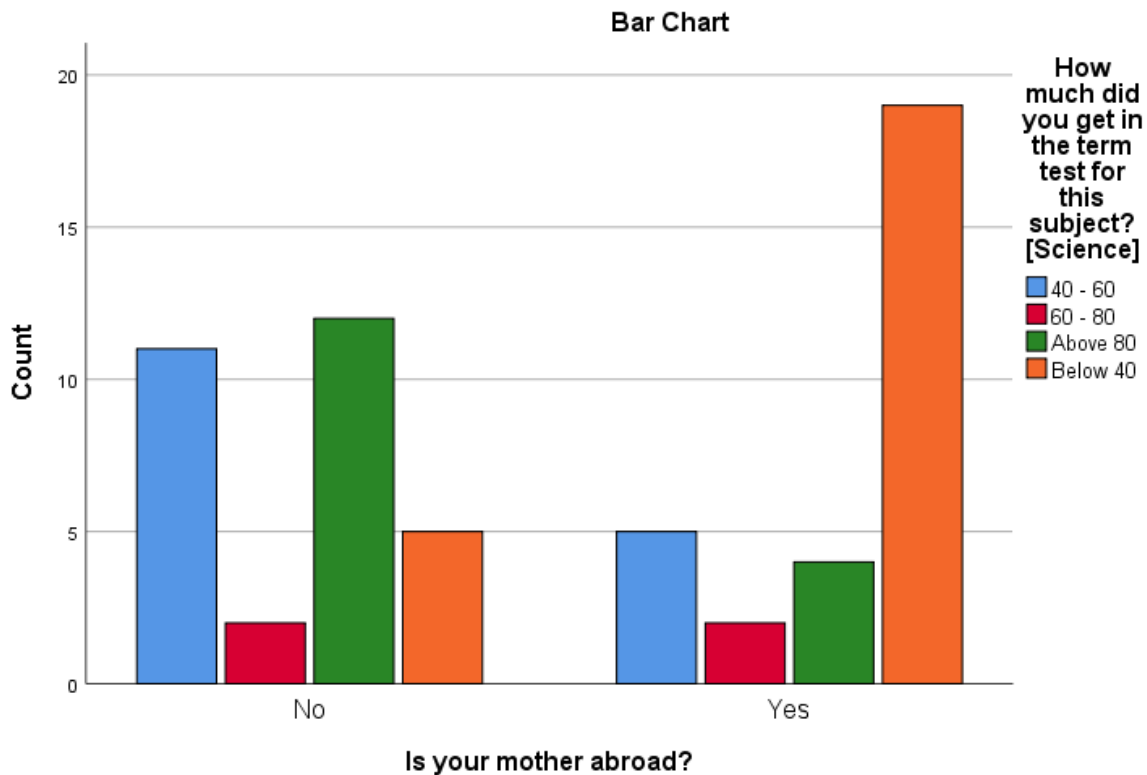


Figure 15: Marks Scored for Science (Field Study, 2022)

V: RECOMMENDATIONS

5.1 It would be advisable to providing more work opportunities and enhance the living facilities in Sri Lanka.

In order to move towards development of the country, it is very important to stop the phenomena of brain-drain. This will help a particular country to use all local citizens for development and rapid growth. But to hold these skilled workers at Sri Lanka itself, it is also important to provide them enough work opportunities and living facilities. For this purpose, developed nations should help developing countries with necessary money and resources. So that each and every human of this planet can have good standard of living and each and every nation can introduce itself as a developed nation. Hence a well diverse long-term planning is required to avoid risk of losing much needed dollar but to establish export income sources locally to increase the total export amount.

5.2 Introduce internationally recognized educational institutions in Sri Lanka.

Strengthening of higher education, training, increasing the quality and capacity in university degree programs can help to minimize the adverse effects of student migrant and skills shortages. By enforcing policies to build the trust of international universities policy makers needs to invite these potential institutions to Sri Lanka to allowing them to provide services countrywide. With these institutions operating Sri Lanka not only prevent from losing dollars when people migrate to attend them overseas instead there will generate potential income from immigrants that be visiting to study.

5.3 Education system of a country should always have a match with employment policy of government.

Educations system of a country should always have a match with employment policy of government. So, Sri Lanka has to make structural alteration to the current education system to enhance the quality of the education to match with the current industry standards. As well as to pay a special attention on improving quality of education accessible to the poorer segments of society. Policy makers needs to invest more into this aspect since this will safeguard Sri Lanka's future by producing well educated workforce in the future with industry centric education background. Thereby graduates can be locally stationed and avoid migration which can have significant negative impacts.

5.4 Providing counselling facilities.

We recommend to provide psychosocial support, proper counselling and workshops all effected parties specially to the children that left behind to consult them and to keep them concentrated in their studies. After considering the facts that mother migration has an effect on the behavior of the children. Hence in order to avoid any potential physiological breakdowns providing counselling facilities is critical and a must have to safeguard the children who has been left behind.

5.5 Increase parent child interaction.

Parent child interaction is the context in which the child first experiences the world. In early childhood, care and education mainly involves parents, teachers and caregivers' interaction positively. Especially during the age between 12 – 14 of child's life need parent's interaction so it stimulates the brain development and supports them to develop confidence and learning skills. This will be a strong foundation to the education as well.

5.6 Encouraging the leisure time reading.

Survey data collection shows that most of the students interested in watching TV and playing games. Gaming is a great way to engage the mind and develop strategic thinking. But when it becomes an obsession, it takes away more than it gives back. So, we recommend, learning to read for a variety of purposes is essential to success in school and to learning in general.

5.7 Establishments of child service centers and provide child safety trainings.

Support the establishment of formal child service center facilities and to Set up a safe environment for children at their school or home and protect them from danger provide child safety trainings.

5.8 Need more rules and regulations to strengthen the policies such as the Family Background Report.

We recommend that most children under the age of 15 should not be without his or her mother. Because maturity differs from child to child. So mother is the right person to guide them in right path. Hence need more rules and regulations to strengthen the policies such as the Family Background Report. Even though currently the children from age 2 and above can be left behind by the mothers, at least this should go back to 5 or more. By establishing rules that can make children's life at ease the stress and shock that mother migration has can be delayed.

5.9 Government and non-government organization supports.

We recommend government and non-government organizations to develop their current activities which help migrant parent's children and to provide more services in areas where those services are absent.

VI: CONCLUSION

The migrant employment status of a mothers does have significant effects on the children who has been left behind. It is important to understanding how mother migration is affecting the academic performance of a child. The evidence identified from the study clearly indicate that there is a negative effect on the academic performance of the children with immigrant mothers. The study further identified factors which is caused by mother migration and have a negative effect on the education performance of the children. These factors are significant differences in their behavioral conducts, uncertain social adjustments and decline in sense of competence. Findings further confirmed that during the cognitive development period in children's life, parents have more responsibilities and obligations for protecting their children's upbringing and development. Hence importance of a mother being around a child is crucial during development phase. Evidence highlights that these negative psychological and emotional impacts due to mother migration bound to have an effect on children mental health. Through, this study set of recommendations were introduced to avoid potential negative impacts on children academic performance from mother migration for policy makers to take necessary actions to enhance the livelihood of children in order to improve the academic performance.

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