



Advancing Minds, Empowering Society
MHESH'26

International Conference on Mental Health, Education and Social Harmony



BOOK OF
**EXTENDED
ABSTRACTS**



MENTAL
WELLBEING



SUSTAINABLE
EDUCATION



SOCIAL
HARMONY

1st International Conference on Mental Health, Education, and Social Harmony

IC-MHESH 2026

***"Advancing Mental Wellbeing, Sustainable Education and
Social Harmony for a Better Future"***

Book of Extended Abstracts

***20th & 21st June 2026
Eurasian Campus, Sri Lanka
Nile University of Science and Technology, Mogadishu***

Book of Extended Abstracts of the 1st International Conference on Mental Health, Education, and Social Harmony (MHESH 2026)

Pages: 210

ISSN: 3121-4738

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Published by: MHESH 2026, Eurasian Campus, Sri Lanka affiliated with the Nile University of Science and Technology, Mogadishu.

Tel / Fax: (+94) 112 620 444/ (+94)113 666 044

Official website of the symposium: <https://eurasiancampus.edu.lk/mhesh26/>

Official Email of the Conference: mhesh2026@eurasiancampus.edu.lk

Published By: Eurasian Campus, Sri Lanka Affiliated with Nile University of Science and Technology, Mogadishu

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Message from the Vice-Chancellor

“Advancing Humanity Through Education”

The establishment of Eurasian Campus was inspired by a noble vision: to promote humanity through education and to make quality learning accessible beyond social, economic, and geographical boundaries. We firmly believe that education is not merely a privilege but a fundamental pathway to human development, social harmony, and global peace. Guided by this philosophy, Eurasian Campus continues its mission of advancing free educational opportunities, academic excellence, and community welfare for the benefit of humanity.

MHESH 2026 stands as a significant milestone in this journey. The conference brings together scholars, researchers, educators, mental health professionals, policymakers, and students from diverse backgrounds and nations to share knowledge, exchange ideas, and explore innovative solutions to contemporary challenges. The research contributions presented in this volume reflect the collective commitment of the academic community towards advancing mental wellbeing, strengthening educational systems, and fostering harmonious societies.

I extend my sincere appreciation to all authors whose valuable research findings have enriched this publication. Your dedication to scholarship and your willingness to contribute to meaningful academic discourse are deeply commendable. The diversity of perspectives and research themes contained within this abstract book demonstrates the power of collaboration in addressing global challenges.

My heartfelt gratitude is also extended to the Organizing Committee, Scientific Review Committee, Academic Partners, International Collaborators, and all volunteers whose unwavering commitment and hard work made MHESH 2026 a reality. Your collective efforts have strengthened the foundation of this conference and created a platform that encourages knowledge sharing, professional networking, and international cooperation.

As the Founding Vice-Chancellor of Eurasian Campus, I am honored to witness the growth of this academic initiative and the strengthening of partnerships across institutions and nations. I hope that the research presented in this volume will inspire further inquiry, encourage interdisciplinary collaboration, and contribute meaningfully to the advancement of mental health, education, and social harmony around the world.

May the knowledge generated through MHESH 2026 continue to illuminate minds, empower communities, and promote a more compassionate and sustainable future for all.

Ven. Dr. Delthara Gnanananda
Founding Vice-Chancellor
Eurasian Campus, Sri Lanka

Message from the Conference Advisor

First of all, I would like to thank the Vice Chancellor of Eurasian Campus, Ven. Gnanananda thero, and his staff for being appointed as the advisor of this conference.

On behalf of everyone in the field of psychology, education, and health, I would like to thank the Eurasian campus for organizing such a conference for the first time in Sri Lanka.

I see this conference as an opportunity to share international knowledge in the field of mental health and to develop a space to gain knowledge about global mental health.

The fundamental basis of our life is happiness. It can be divided into physical, mental, emotional, spiritual, and social. If people living in a country suffer from mental illnesses, there will be no social well-being. The development of a country is determined by its social and mental well-being.

The quality of life is determined by happiness. Mental well-being is built on the quality of life. When this mental well-being is impaired, suicides, crimes, abuses, and addictions occur in a country. For the quality of life, perseverance, endurance, and understanding of the meaning of life are important. According to the 2026 report, Finland has been reported as a country with the happiest people in the world for several years.

By 2026, Sri Lanka will show a happiness measurement of 134 according to the ranking assessment. Pain management, stress management, exploration of the meaning of life, skill development, and mental health management are very important for the development of mental health.

I believe that this workshop will bring you great results in expanding your intelligence and understanding of the above themes. Finally, as the advisor of this international conference presented by Eurasian campus, I would like to congratulate you for this.

Senior Professor Gnanadasa Perera
Conference Advisor - – IC-MHESH 2026
Department of Psychology and Philosophy University of Sri Jayewardenepura,
Director Mental Health campus

Message from the Conference Chair

It is my great pleasure to welcome you to the Abstract Volume of MHESH 2026 – The International Conference on Mental Health, Education and Social harmony where we are aiming to advance minds and empower society under the theme "Advancing Minds, Empowering Society."

The main objective of MHESH 2026 is to provide a platform for scholars, researchers, educators, practitioners and professionals from various disciplines and cultural backgrounds to discuss and share their ideas on one of the most pressing issues of our time. Social harmony, mental health and education are closely related aspects of human development that require not only collaborative thinking and innovative research but also a common desire to develop a greater sense of social well-being among them.

This abstract book represents the fruits of current scholarship and its variety. The papers in this volume reflect the intellectual curiosity, academic rigor and collective drive to produce knowledge that can be useful in the construction of healthier, more inclusive, more harmonious societies.

I would like to express my sincere appreciation to all the authors for sharing their valuable research findings in this abstract volume. I also express my gratitude to the keynote speakers, invited speakers, reviewers, scientific and organizing committees, collaborative institutions and all the efforts put in by everyone to make this MHESH 2026 a reality.

I hope the ideas and conversations that have come out of this conference will inspire additional research, bolster international partnerships and foster innovative solutions to improve human well-being. To all participants, I wish success in your research.

Dr. Ravindu Abeywardhana

Conference Chair – IC-MHESH 2026

Senior Lecturer, Department of Buddhist Studies,

Faculty of Arts, University of Colombo, Sri Lanka

Message from the Conference Secretary

It is a privilege to contribute to the successful organization of the 1st International Conference on Mental Health, Education, and Social Harmony (IC-MHESH 2026) and to present this volume of scholarly engagement. This inaugural conference reflects the continued academic commitment of Eurasian Campus to advancing interdisciplinary research that responds to timely social and global challenges, particularly in the fields of mental wellbeing, education, and social cohesion. The conference theme, “Advancing Mental Wellbeing, Sustainable Education and Social Harmony for a Better Future,” emphasizes the important responsibility of higher education institutions in shaping ethical, reflective, and socially responsible individuals. In today’s complex world, mental health, quality education, and social harmony cannot be viewed separately. They are interconnected foundations for building resilient communities, inclusive societies, and sustainable futures.

As Conference Secretary, I had the responsibility of coordinating abstract submissions, communicating with authors and reviewers, supporting the review process, overseeing documentation, and ensuring adherence to submission guidelines and timelines. These responsibilities required continuous coordination with the organizing committee, scientific reviewers, track chairs, volunteers, and contributors. I sincerely appreciate the commitment, cooperation, and professionalism demonstrated by all stakeholders throughout this academic process.

I extend my deepest gratitude to Venerable Dr. Delthara Gnanananda Thero, Vice-Chancellor of Eurasian Campus, for his visionary leadership, guidance, and unwavering support in strengthening the institution’s research mission and academic excellence. His leadership has been instrumental in creating an environment that values scholarship, integrity, and innovation.

I also express my sincere appreciation to Conference Advisor Professor Gnanadasa Perera and Conference Chair Dr. Ravindu Abeywardhana for their strategic direction, academic leadership, and dedication to maintaining high scholarly standards throughout IC-MHESH 2026. Their guidance greatly contributed to the successful realization of this conference.

My heartfelt thanks are further extended to the organizing committee, scientific reviewers, keynote speakers, session chairs, authors, participants, and dedicated volunteers for their valuable contributions. The research presented in these proceedings enriches academic dialogue and strengthens a culture of collaboration, social responsibility, and knowledge creation. It has been an honor to serve as Conference Secretary for IC-MHESH 2026, and I look forward to its continued growth and future impact.

Mr. Dhanushka Nuwan Weerasinghe

Conference Secretary – IC-MHESH 2026

Lecturer, Department of Law and Legal Studies

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Eurasian Campus, Sri Lanka

Acknowledgement

The successful publication of the *Extended Abstract Proceedings of the 1st International Conference on Mental Health, Education, and Social Harmony (IC-MHESH 2026)* is the result of collective intellectual commitment, institutional vision, and dedicated academic collaboration.

We extend our deepest gratitude to Venerable Dr. Delthara Gnanananda Thero Vice-Chancellor of Eurasian Campus, for his visionary leadership and unwavering commitment to strengthening the institution’s research culture. His vision in aligning the conference with the theme *“Advancing Mental Wellbeing, Sustainable Education and Social Harmony for a Better Future”* has been instrumental in shaping the intellectual direction of this symposium. His strategic guidance continues to position Eurasian Campus as a dynamic platform for academic excellence, international collaboration, and sustainable intellectual growth.

We gratefully acknowledge the valuable support of Professor Gnanadasa Perera, Conference Advisor, for his strategic insight, academic guidance, and continuous institutional support, which ensured the smooth coordination and successful execution of the conference and its extended abstract publication process.

Our sincere appreciation is also conveyed to Dr. A.A. Ravindu Priyanka, Conference Chair, for his academic stewardship, scholarly leadership, and commitment to maintaining the integrity and quality of IC-MHESH 2026. Special appreciation is extended to Mr. Dhanushka Nuwan, Conference Secretary, for his meticulous coordination of extended abstract submissions, author communications, documentation processes, and adherence to review and publication guidelines. His dedication and professionalism were essential to the timely completion of this proceedings volume.

We further acknowledge the contributions of the Editorial Board, Scientific Committee, Track Chairs, and Panel of Reviewers, whose rigorous evaluation and constructive feedback significantly enhanced the academic quality, clarity, and scholarly rigor of the extended abstracts included in this publication.

Finally, we express our heartfelt gratitude to all authors and researchers whose extended abstracts form the foundation of this volume. Your scholarly contributions enrich academic discourse and advance critical conversations on mental health, education, and social harmony in contemporary society.

May this Extended Abstract Proceedings serve as a meaningful academic record of IC-MHESH 2026 and as a catalyst for continued research collaboration, interdisciplinary engagement, and global scholarly advancement.

Conference Committee – IC-MHESH 2026
Eurasian Campus, Sri Lanka

Congratulatory Message from ISIC RMUTK

On behalf of the Institute of Social Innovation and Culture (ISIC), Rajamangala University of Technology Krungthep (RMUTK), Thailand, and our Director, Prof. Dr. Yaoping LIU, we extend our warmest congratulations to Eurasian Campus on the successful launch of MHESH'26 – International Conference on Mental Health, Education and Social Harmony.

We would also like to express our sincere appreciation for the strong and active partnership that has flourished between our institutions over the past several years. MHESH'26 marks the fourth international conference collaboration between Eurasian Campus and ISIC RMUTK, reflecting our shared commitment to advancing academic excellence, interdisciplinary research, and international cooperation.

We are proud to be part of this meaningful initiative that brings together distinguished scholars, researchers, practitioners, and policymakers from around the world to address critical issues in mental health, education, and social development. Such collaborations not only strengthen institutional relationships but also create valuable opportunities for knowledge exchange and innovative solutions to global challenges.

We commend the organizing committee for their dedication, vision, and hard work in making this conference a reality. We are confident that MHESH'26 will be a highly successful and impactful event, fostering new partnerships, inspiring future research, and advancing society.

We look forward to continuing our fruitful collaboration with Eurasian Campus and achieving even greater milestones together in the years ahead.

With best wishes for a successful MHESH'26,

Mrs. Ada Marie Gallego Mascarinas

Associate Director for International Relations

Institute of Science Innovation and Culture

Rajamangala University of Technology Krungthep, Thailand

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Keynote Adresses

Advantages of Mental Health Education for Teenagers in the 21st Century

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Introduction

The twenty-first century is characterized by rapid technological advancement, globalization, increased connectivity, and unprecedented access to information. While these developments have created numerous opportunities for young people, they have also introduced new challenges that significantly affect their psychological well-being. Adolescents today face academic pressure, social media influences, cyberbullying, family-related stress, peer expectations, and uncertainty regarding future careers and social identities. Consequently, mental health has emerged as a critical concern for educators, parents, policymakers, and health professionals worldwide.

Mental health education has become an essential component of holistic education because it equips teenagers with the knowledge, skills, and attitudes necessary to maintain psychological well-being and effectively manage life's challenges. This article examines the major advantages of mental health education for teenagers in the contemporary world.

Understanding Mental Health Education

Mental health education refers to structured learning experiences that enhance awareness of emotional, psychological, and social well-being. It involves teaching adolescents about emotions, stress management, resilience, interpersonal relationships, self-esteem, mental illnesses, and help-seeking behaviors. The primary objective is not merely to prevent mental disorders but also to promote positive mental health and personal growth.

Promoting Self-Awareness and Emotional Intelligence

One of the most significant benefits of mental health education is the development of self-awareness and emotional intelligence. Adolescence is a period of profound physical, emotional, and cognitive changes. Many teenagers struggle to understand their emotions and reactions.

Mental health education helps young people recognize, identify, and appropriately express their feelings. By understanding their emotional experiences, teenagers become more capable of regulating emotions, making informed decisions, and maintaining healthy relationships. Emotional intelligence is increasingly recognized as a crucial factor contributing to academic success, leadership development, and overall life satisfaction.

Reducing Stress, Anxiety, and Depression

Modern teenagers often experience considerable levels of stress due to academic competition, social expectations, and personal challenges. Without proper coping mechanisms, these stressors can contribute to anxiety, depression, and other psychological difficulties.

Mental health education introduces effective coping strategies such as mindfulness, relaxation techniques, cognitive restructuring, problem-solving skills, and time management practices. These skills empower adolescents to manage stress constructively and reduce the likelihood of developing severe mental health problems.

Building Resilience and Adaptability

Resilience refers to the ability to recover from setbacks and adapt positively to adversity. In a rapidly changing world, resilience has become an essential life skill.

Mental health education teaches teenagers how to cope with failures, disappointments, and unexpected life events. Through resilience-building programs, adolescents learn perseverance, optimism, and adaptability. Such qualities enable them to face future challenges with confidence and determination, contributing to long-term psychological well-being and success.

Enhancing Academic Achievement

Research consistently demonstrates a strong relationship between mental health and academic performance. Students experiencing emotional distress often face difficulties with concentration, memory, motivation, and classroom engagement.

Mental health education promotes emotional regulation and psychological stability, which positively influence learning outcomes. Students who maintain good mental health tend to exhibit greater academic achievement, improved attendance, enhanced creativity, and stronger problem-solving abilities. Consequently, mental health education contributes directly to educational success.

Improving Social Relationships

Healthy interpersonal relationships are fundamental to adolescent development. Mental health education fosters communication skills, empathy, conflict resolution abilities, and social responsibility.

Teenagers who receive mental health education are better equipped to establish positive friendships, maintain respectful relationships, and navigate social challenges effectively. These competencies not only improve their current social experiences but also prepare them for successful personal and professional relationships in adulthood.

Preventing Risk Behaviors

Many risky behaviors among adolescents, including substance abuse, violence, self-harm, and delinquency, are associated with emotional difficulties and inadequate coping mechanisms.

Mental health education provides teenagers with healthier alternatives for managing stress and emotional distress. By strengthening self-control, decision-making skills, and emotional regulation, mental health programs reduce the likelihood of engagement in harmful behaviors. Prevention-oriented education, therefore, contributes to safer and healthier communities.

Reducing Stigma and Promoting Help-Seeking Behavior

Despite growing awareness, mental illness continues to be surrounded by misconceptions and stigma in many societies. Such stigma often prevents young people from seeking professional assistance when they experience psychological difficulties.

Mental health education helps normalize conversations about mental well-being and challenges negative stereotypes associated with mental illness. As a result, teenagers become more willing to seek support from counselors, psychologists, teachers, parents, and healthcare professionals when necessary. Early help-seeking significantly improves treatment outcomes and recovery.

Developing Digital Well-Being

Digital technology and social media have become integral components of adolescent life. While these technologies offer numerous benefits, excessive use may contribute to anxiety, low self-esteem, social comparison, and cyberbullying.

Mental health education teaches responsible digital citizenship and promotes healthy technology use. Teenagers learn to critically evaluate online content, manage screen time,

protect themselves from cyberbullying, and maintain a healthy balance between online and offline activities. Such competencies are increasingly important in the digital age.

Preparing Future Citizens and Leaders

Mental health education extends beyond individual well-being and contributes to broader societal development. Emotionally healthy adolescents are more likely to become responsible citizens, effective leaders, productive employees, and compassionate community members.

As future decision-makers, teenagers who possess strong psychological skills can contribute positively to social cohesion, workplace productivity, and community well-being. Investing in mental health education, therefore, represents an investment in the future prosperity of society.

Conclusion

Mental health education is no longer an optional component of adolescent development; it is a necessity in the twenty-first century. The complex social, technological, and educational challenges faced by modern teenagers require comprehensive knowledge and skills in mental health.

By promoting emotional intelligence, resilience, academic success, healthy relationships, and responsible decision-making, mental health education empowers young people to thrive in an increasingly complex world. Furthermore, it reduces stigma, encourages help-seeking behavior, and contributes to the creation of healthier communities and societies.

Educational institutions, families, healthcare professionals, and policymakers must therefore collaborate to ensure that mental health education becomes an integral part of every teenager's learning experience. Such efforts will not only improve individual well-being but also strengthen the social and economic future of nations worldwide.

Sustainability and Sustainable Development in Higher Education and Society

Dr. Yogesh Kumar Jain

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This keynote address explores the pivotal role of higher education institutions in advancing sustainability and fostering sustainable development within society. In the face of global challenges such as climate change, resource scarcity, social inequality, technological disruption, and mental health concerns, universities are uniquely positioned to act as catalysts for transformative change. The address emphasizes that sustainability extends beyond environmental protection and encompasses economic viability, social equity, ethical governance, and human well-being.

The keynote highlights the need for integrating sustainability principles across academic curricula, research, campus operations, governance, and community engagement. It advocates for interdisciplinary approaches that equip graduates with the knowledge, skills, and values required to address complex societal challenges and contribute to the achievement of the United Nations Sustainable Development Goals (SDGs). Special attention is given to the interrelationship between sustainability and mental health, underscoring the importance of fostering resilient, inclusive, and psychologically healthy educational environments.

Furthermore, the address discusses the role of emerging technologies, responsible innovation, and collaborative partnerships in creating sustainable communities and institutions. It calls upon educators, researchers, policymakers, and industry leaders to embrace sustainability as a shared responsibility and to cultivate future leaders capable of balancing economic progress, environmental stewardship, and social harmony. Ultimately, the keynote envisions higher education as a transformative force for building a more sustainable, equitable, and resilient global society.

Advancing Minds and Empowering Society: Mental Health, Education, and Social Harmony for a Resilient Future

Dr. J. Venkatachalam

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Speaker on Psychology

It is a profound honor for me to stand before this august gathering today at the MHESH'26 International Conference in delivering the key note address. The theme of conference 'Advancing Minds, Empowering Society: Mental Health, Education, and Social Harmony' is a timely, historical call to action. This conference recognizes that the triad of mental health, education, and social harmony is not a collection of isolated disciplines but instead, they form the structural pillars upon which the future of human civilization rests.

Let us begin by confronting reality. We live in an era of profound connectivity yet unparalleled isolation. To understand where we are going, we must ruthlessly analyze where we stand. Globally, we are witnessing an unprecedented surge in psychological morbidity. The World Health Organization (WHO) reports that nearly 1 billion people worldwide live with a mental disorder and let that numbers sink in.

Depression alone is affecting over 280 million people globally, acting as a leading cause of disability worldwide. When we look at our younger demographic, the number would be on the higher side which would be further become heartbreaking. Globally, one in seven adolescents aged 10 to 19 experiences a mental health condition. Suicide remains the fourth leading cause of death among older adolescents aged 15 to 19. Every single year, more than 700,000 people take their own lives which are unendurable pain of 700,000 families shattered, and 700,000 systemic failures of our societal safety nets.

As psychologists, we must ask: what are the root cause driving these numbers? It is insufficient to merely label these conditions as biochemical imbalances. We must look at the psychological etiology of distress, which is deeply rooted in social structures. Human beings are fundamentally wired for connection. In Psychological science, the ‘Attachment Theory’ teach us that secure attachments are vital for emotional regulation and resilience. When society becomes fragmented, when economic inequality widens, and when institutional discrimination persists, those secure attachments are fractured.

Consider the Psychology of exclusion, where an individual or a community is marginalized, it triggers what social psychologists call ‘Minority Stress’. This chronic exposure to prejudice, microaggressions, and systemic rejection elevates cortisol levels, hyper-activates the amygdala, and severely compromises the prefrontal cortex - the area responsible for executive function, emotional control, and decision-making. Over time, this neurological wear-and-tear manifests as generalized anxiety disorder, major depressive disorder, and complex post-traumatic stress disorder (C-PTSD).

Historically, educational institutions have been designed as factories of knowledge acquisition. We teach our children how to memorize facts, how to solve complex algebraic equations, and how to excel in standardized tests. But let me ask you this: What is the utility of producing a generation of brilliant software engineers, high-earning corporate executives, and elite scientists if they do not possess the emotional regulation to handle failure? What is the value of academic excellence if our students are collapsing under the weight of anxiety, turning to substance abuse, or contemplating suicide?

In a world deeply polarized by political ideology, religious differences, ethnic divisions, and geopolitical conflicts, social harmony seems like a utopian dream. But as psychologists, we know that conflict is fundamentally a psychological phenomenon. It begins in the minds of men.

When individuals from diverse backgrounds engage in cooperative, equal-status interactions toward a common goal, prejudice dissolves. Social harmony is not the absence of disagreement; it is the presence of psychological maturity. It is the cultivated capacity for cognitive empathy - the ability to step outside of one's own cultural, religious, or political framework and view the world through the eyes of another.

I call upon all researchers present at MHESH'26 to commit to Translational Research. Let us translate our psychological insights into actionable public policies. We must actively lobby our respective governments to implement three definitive structural shifts:

- First, The Universal Integration of Mental Health Care: We must integrate psychological services into primary healthcare systems, making mental health checks as routine as checking blood pressure.
- Second, Mandatory Educational Reform: We must advocate for the mandatory inclusion of emotional intelligence and mental health literacy in national school curriculums globally.

- Third, Institutional Funding Allocation: We must demand a minimum allocation of 5% of healthcare budgets explicitly toward psychological infrastructure, community counseling networks, and crisis response units.

As I leave you with this thought, never lose faith in humanity. Humanity is a vast ocean - its depth and greatness are not diminished by a few impure drops.

Let us unite to build a stronger human foundation anchored in compassion, dignity, and shared purpose. Together, we can foster a more enlightened, inclusive, and harmonious world for generations to come.

Thank you very much. May you all find peace, clarity, and harmony!!!

Globalization: Opportunities and Challenges for Higher Education and Sustainable Development

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Abstract

Globalization has transformed the world into an interconnected community where ideas, technology, knowledge, and economic activities transcend national borders. In the 21st century, globalization continues to influence education, research, innovation, culture, and sustainable development. While it creates unprecedented opportunities for international collaboration, access to information, and economic growth, it also presents challenges related to inequality, cultural preservation, and workforce competitiveness.

Higher education institutions play a critical role in preparing graduates to thrive in a globalized world. Universities must embrace technological innovation, international partnerships, digital learning, and research collaboration to remain relevant and contribute effectively to national development.

This keynote explores the impact of globalization on education, technology, and socioeconomic development, with particular attention to developing countries. It highlights the importance of building globally competent graduates, strengthening international academic cooperation, and leveraging digital transformation to address contemporary global challenges.

Keynote Message

Distinguished guests, respected scholars, ladies and gentlemen,

It is a great honor to address this International Conference on Mental Health, Education and Social Harmony. Today, globalization continues to reshape societies, economies, and educational systems across the world. Advances in communication technologies have enabled individuals and institutions to connect, collaborate, and exchange knowledge at an unprecedented scale.

For universities, globalization presents both opportunities and responsibilities. Institutions of higher learning are no longer serving only local communities; they are preparing students for participation in a global knowledge economy. This requires fostering innovation, critical thinking, digital literacy, and cross-cultural understanding.

At the same time, globalization challenges us to ensure that development remains inclusive and sustainable. We must strive to preserve cultural identities while embracing global cooperation. We must also ensure that technological progress benefits all communities, particularly those in developing regions.

The future belongs to societies that invest in education, research, innovation, and international collaboration. By working together across borders, we can create a world where knowledge serves humanity, promotes peace, and advances sustainable development.

Thank you.

Institutional Mindfulness for Mental Health, Education, and Social Harmony: Extending the Mindful Managerial Awareness Model in Higher Education

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Abstract

Educational institutions increasingly confront psychological strain, fragmented attention, interpersonal tension, and social polarisation. Although mindfulness is widely used as an individual well-being intervention, its potential as a routine institutional mechanism remains underexplored, especially in multireligious higher education. This paper examines how a collective mindfulness-bell practice at Raden Wijaya State Buddhist College, Indonesia, may support mental-health promotion, educational quality, and social harmony. The paper extends previously published findings from a mixed-methods sequential explanatory study involving 44 respondents drawn from a population of 89 lecturers, administrative staff, and institutional leaders. Quantitative data were collected through a closed-ended online questionnaire, while qualitative data were derived from open responses, participatory observation, and institutional documents. Descriptive statistics were integrated with thematic analysis through triangulation. All respondents reported awareness of and participation in the program, 84.1% participated consistently in three daily sessions, and 63.6% perceived a strongly positive effect on concentration and the work atmosphere. Six themes emerged: self-awareness, interfaith social connectedness, collective calmness, empathetic work relations, reflective managerial awareness, and spiritual-institutional balance. These findings informed the Mindful Managerial Awareness (MMA) model, comprising intentional presence, discerning clarity, relational harmony, and reflective governance. The paper argues that brief, repeated, and inclusively framed moments of collective pause can function as a non-clinical mental-health support, an educational practice of attention and reflection, and a social mechanism for strengthening empathy across religious boundaries. The findings are context-specific and do not establish clinical or causal effects; nevertheless, they offer a practical framework for awareness-based institutional culture in pluralistic educational settings.

Keywords: institutional mindfulness; mental health; higher education; social harmony; mindful leadership; Buddhist education

Introduction

Universities are expected to produce knowledge, professional competence, innovation, and responsible citizens. At the same time, lecturers, students, administrators, and institutional leaders face increasing workloads, digital distraction, performance pressure, uncertainty, and complex social relationships. These conditions can erode attention, emotional balance, collegial trust, and the capacity for reflective decision-making. Mental health in education must therefore be approached not only as an individual clinical concern but also as an institutional and cultural responsibility.

Mindfulness has become influential in psychology, education, health care, and organizational management because it is associated with attentional regulation, emotional awareness, and psychological well-being (Eberth & Sedlmeier, 2012; Giraldi, 2019). In educational organizations, however, mindfulness is frequently implemented as an optional individual exercise or a short-term stress-reduction program. Such approaches may be beneficial, yet they can overlook the organizational routines, leadership behaviors, communication patterns, and social climates that continually shape well-being.

This paper examines a different approach: the institutionalization of a brief mindfulness-bell practice across a whole campus. At Raden Wijaya State Buddhist College (STABN Raden Wijaya), Central Java, Indonesia, a bell is sounded at 08:00, 11:30, and 15:30. Members of the academic community are invited to stop their activities, listen, attend to the breath, and return to the present moment. The practice has been maintained as an institutional routine in an inclusive environment where employees come from Buddhist and non-Buddhist backgrounds.

The central proposition is that a repeated collective pause can have significance beyond private relaxation. It may interrupt automatic behavior, create space for emotional regulation, restore attention, improve the quality of interpersonal encounters, and establish a shared rhythm of calm within the organizations. These functions connect directly with the themes of mental health, education, and social harmony.

The paper is an expanded conference adaptation of a previously published study by Sulaiman, Suyatno, and Paramitha (2026). Rather than presenting the same findings as a new dataset, it reinterprets the evidence through three questions: (1) How can collective mindfulness support mental health without being confused with clinical treatment? (2) How can institutional mindfulness strengthen educational attention and reflective leadership? and (3) How can an inclusive contemplative routine foster social harmony across religious and professional differences?

Conceptual Background

Mental Health as an Institutional Concern

Mental health within education is shaped by interactions among personal vulnerability, workload, social support, institutional expectations, and the emotional tone of everyday work. Counselling and professional psychological services remain indispensable, particularly for

individuals experiencing significant distress. Yet prevention and promotion also require institutional cultures that legitimize rest, reflection, humane communication, and supportive relationships.

Mindfulness-based practices can contribute to this preventive layer by helping individuals recognize thoughts, emotions, and bodily tension before they become impulsive reactions. Meta-analytic evidence has linked mindfulness meditation with improvements in attention and psychological well-being, although effect sizes and outcomes vary across interventions and populations (Eberth & Sedlmeier, 2012). In professional settings, mindfulness may also help individuals respond rather than react, which is particularly relevant to conflict, service delivery, teaching, and leadership (Dhiman, 2020; Marques, 2021).

The present study does not claim that a bell practice treats mental illness. No diagnostic instrument or clinical outcome measure was used. The more appropriate interpretation is that the practice creates a recurring micro-environment for emotional regulation, collective calmness, and help-seeking awareness. It represents mental-health promotion rather than therapy.

From Individual Mindfulness to Institutional Mindfulness

Classical and contemporary mindfulness programs often begin with an individual practitioner. Institutional mindfulness shifts the unit of analysis from the isolated person to shared routines, organizational attention, and collective behavior. The question is not merely whether an employee can be calm, but whether the organizations create conditions in which calm, awareness, and thoughtful action are repeatedly supported.

Collective practices are potentially important because organizational life is relational. Stress is transmitted through hurried communication, unclear expectations, reactive meetings, and conflict. Conversely, calm attention can also become socially contagious when leaders and staff participate together. A shared pause can therefore operate as an affective event that resets the emotional tone of a group and strengthens a mindful work climate (Dhiman, 2020; Vu & Tran, 2021).

Institutionalization also raises risks. A compulsory contemplative practice can become coercive, ritualistic, or insensitive to religious diversity. Its legitimacy depends on inclusive language, limited duration, respectful participation, leadership modelling, and a clear distinction between universal attentional practices and sectarian religious obligation.

Buddhist Ethical Foundations and Social Harmony

The mindfulness bell is rooted in Buddhist contemplative culture, but its institutional meaning is broader than a ritual symbol. *Sati* refers to mindful awareness; *sampajañña* to clear comprehension; *appamāda* to heedfulness; *mettā* to loving-kindness; *karuṇā* to compassion; and *paññā* to wisdom. In organizational life, these principles can be translated into present-moment attention, emotional restraint, empathetic communication, moral responsibility, and wise decision-making.

Mindfulness without ethical orientation may be reduced to a productivity technique. Buddhist-informed mindfulness connects attention with the quality and consequences of action. Awareness should make a person less likely to speak carelessly, ignore another’s suffering, or make a decision solely from anger or self-interest. This ethical dimension is especially relevant to education, where leadership and teaching shape not only performance but also human development (Burmansah et al., 2020; Neves-Pereira et al., 2018).

Social harmony in this paper does not mean the absence of difference or disagreement. It refers to the capacity to engage diversity with mutual respect, psychological safety, empathy, and non-violent communication. In a multireligious campus, collective silence and breathing can provide a shared human space without requiring uniformity of belief.

Method

Research Design and Institutional Context

The underlying study employed a mixed-methods sequential explanatory design. Quantitative data were collected first to describe participation, perceived effects, barriers, and support for program continuity. Qualitative data were then used to interpret the meanings behind these patterns. Mixed methods are appropriate for mindfulness research because they combine measurable trends with contextual and experiential depth (Fiocco et al., 2019; Huynh et al., 2019).

The research was conducted at STABN Raden Wijaya, a state Buddhist higher education institution in Central Java, Indonesia. The campus is religiously identified as Buddhist but includes employees from diverse religious backgrounds. The mindfulness bell is sounded three times during the workday. Participants are invited to pause, remain silent, listen to the bell, and observe the breath wherever they are on campus.

Participants and Data Sources

The population consisted of 89 permanent employees and lecturers. Forty-four respondents were selected purposively on the basis of active involvement in the mindfulness-bell practice. Participants represented lecturers, administrative personnel, and structural leaders, with ages ranging from 25 to 57 years and with both Buddhist and non-Buddhist religious backgrounds.

Quantitative data were gathered through six closed-ended questions distributed using Google Forms. The items addressed knowledge of the program, frequency of participation, preferred form of practice, perceived effects on concentration and the work atmosphere, implementation barriers, and support for sustainability. Qualitative data were obtained from open-ended questionnaire responses, participatory observation, and institutional documents, including circular letters and routine schedules.

Data Analysis and Integration

Closed-ended responses were analyzed using frequencies, percentages, and an overall descriptive perception score. Qualitative material was analyzed thematically following the

familiarization, coding, theme development, review, naming, and reporting stages described by Braun and Clarke (2006).

Integration occurred at the interpretation stage through thematic convergence. Numerical patterns were compared with participant narratives, observational records, and documents. Triangulation and member checking with key participants were used in the original study to strengthen interpretive credibility. Because the design was descriptive and involved a single institution, the results should not be interpreted as causal or statistically generalizable.

Results

Participation and Institutional Acceptance

The program demonstrated high institutional visibility and participation. All 44 respondents reported awareness of and participation in the mindfulness-bell practice. A total of 84.1% reported participating consistently in all three daily sessions. The overall perception score was 89.55 out of 100, indicating strong acceptance of the practice as part of the institutional routine.

Table 1. Key Quantitative Findings

Indicator	Finding	Interpretive Relevance
Awareness and participation	100%	The program was institutionally visible and broadly accepted.
Consistent participation in three daily sessions	84.1%	The practice had become a repeated organizational habit rather than an occasional activity.
Strongly positive perceived effect on concentration and work atmosphere	63.6%	Participants associated the pause with attention and a calmer climate.
Silent sitting as the dominant form	56.9%	Silence was the most common mode of reflective engagement.
Breath-focused practice	25.0%	Breathing functioned as an accessible attentional anchor.
Busy schedules as a barrier	29.5%	Work pressure could prevent full engagement.
Unfavorable environment as a barrier	29.6%	Noise and situational conditions affected participation.
Strong support for continuation	63.6%	A majority regarded the program as important for institutional sustainability.

Mental-Health-Related Experiences

Participants frequently described the bell as a signal to calm the mind, restore focus, regulate emotion, and create a temporary break from work pressure. These experiences were synthesized into the themes of self-awareness and collective calmness. The perceived benefit was not only individual relaxation; participants also noticed changes in the shared atmosphere after the pause.

The practice appeared to interrupt “autopilot” behavior. By pausing before continuing a task or interaction, employees gained a brief opportunity to notice irritation, fatigue, or mental dispersion. This mechanism is relevant to preventive mental health because it supports early awareness of emotional states. Nevertheless, the study did not assess anxiety, depression, burnout, or other clinical outcomes, so the evidence should be interpreted as perceived psychosocial benefit rather than treatment effectiveness.

Educational Attention and Reflective Managerial Awareness

The quantitative perception of improved concentration was supported by qualitative reports of restored attention and clearer thinking. In an educational institution, these capacities affect teaching preparation, administrative accuracy, meeting quality, student service, and leadership decisions.

The bell also functioned as a managerial reminder. Leaders and staff were encouraged to move from immediate reaction to reflection. This pattern was captured in the theme of reflective managerial awareness: the ability to consider emotions, institutional purpose, and the consequences of action before making decisions. The practice therefore linked the inner regulation of attention with the external quality of governance.

Interfaith Connectedness and Social Harmony

A significant qualitative finding concerned inclusivity. Non-Buddhist respondents commonly interpreted the practice as universal rather than sectarian. The shared activities silence, listening, breathing, and reflection were understood as human practices that did not require conversion or theological agreement.

This perception supported the themes of interfaith social connectedness and empathetic work relations. Pausing together temporarily reduced status distinctions and created a common experience across roles and religious identities. Participants associated the routine with gentler communication, mutual respect, and a more harmonious work environment. The bell thus operated as a form of non-verbal institutional communication: it signaled that awareness, calmness, and respect were collective values.

Barriers and Conditions for Sustainability

The principal barriers were busy schedules and environmental conditions. These findings show that a bell alone does not guarantee mindfulness. Staff may be in meetings, serving students, travelling between buildings, or working in noisy spaces. Institutional mindfulness therefore requires practical flexibility rather than rigid uniformity.

Sustainability also depends on leadership modelling. When leaders pause with staff, the practice gains legitimacy. When leaders ignore the bell while demanding compliance from others, it risks becoming ceremonial or coercive. Clear communication, an inclusive rationale, a short duration, and periodic evaluation are essential conditions for maintaining trust.

The Mindful Managerial Awareness Model

The study generated the Mindful Managerial Awareness (MMA) model, which reframes mindfulness as a cycle of individual, relational, and governance capacities. The original model integrates Buddhist principles with contemporary organizational practice. For the present conference theme, the four dimensions are linked explicitly to mental-health support, educational quality, and social harmony.

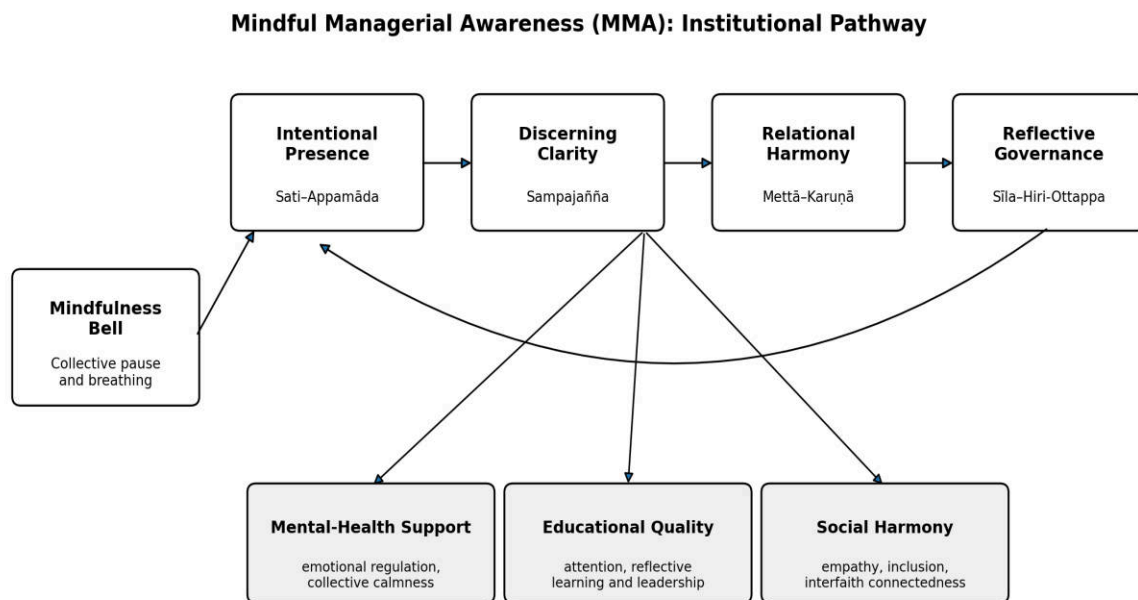


Figure 1. Institutional pathway of the Mindful Managerial Awareness model.

Table 2. Dimensions of Mindful Managerial Awareness and Their Conference Relevance

Dimension	Core Meaning	Buddhist Roots	Relevance to Mental Health, Education, and Social Harmony
Intentional Presence	A repeated pause interrupts automatic behavior and returns attention to the present task.	Sati–Appamāda	Supports early recognition of stress, reduces inattentive errors, and restores readiness for teaching and service.
Discerning Clarity	Individuals observe emotions and evaluate whether actions align with institutional purpose.	Sampajañña	Encourages emotional regulation, reflective pedagogy, and less impulsive decision-making.
Relational Harmony	Collective practice transforms private calm into empathy, connectedness, and psychological safety.	Mettā–Karuṇā	Strengthens respectful communication and inclusion across religious and professional differences.
Reflective Governance	Awareness becomes an internal moral compass for ethical and accountable action.	Sīla–Hiri–Ottappa	Links leadership, institutional integrity, and compassionate policy implementation.

Discussion

A Non-Clinical Layer of Mental-Health Promotion

The findings suggest that institutional mindfulness can provide a low-cost, non-clinical layer of mental-health promotion. Its value lies in frequency and accessibility. A brief pause repeated three times a day may be easier to integrate into organizational life than a long optional program attended by only a small group.

The mechanism is best understood as attentional and relational rather than medical. The bell creates an opportunity to notice mental states, regulate immediate reactions, and experience a shared moment of calm. These processes are consistent with wider literature connecting mindfulness with emotional awareness and empathy (Bayot et al., 2020; Verweij et al., 2018). However, institutions must avoid implying that mindfulness can replace counselling, psychiatric care, workload reform, or protection from bullying and discrimination. A contemplative pause cannot compensate for structurally harmful working conditions.

Education as the Cultivation of Attention and Character

The educational significance of the practice extends beyond staff well-being. Attention is a precondition for teaching, learning, listening, and responsible administration. An institution that repeatedly values attention communicates that education is not simply the rapid completion of tasks but the thoughtful formation of judgement.

The practice also models a form of hidden curriculum. Students and employees observe whether leaders can pause, listen, and regulate their speech. When institutional leaders embody awareness and compassion, these qualities become part of the moral environment of education. Mindful leadership is therefore pedagogical: it teaches through organizational behavior (Burmansah et al., 2020).

Social Harmony through Shared but Inclusive Practice

The interfaith finding is especially significant for pluralistic societies in Asia and elsewhere. Social harmony is often pursued through formal dialogue, ceremonies, or policy statements. The mindfulness bell represents a complementary micro-practice: people of different identities participate in a shared moment without being required to erase those identities.

Such a practice can strengthen what may be called embodied pluralism. Participants do not only discuss respect; they enact it by stopping together, allowing silence, and recognizing a common human need for calm and dignity. This does not eliminate disagreement, but it may improve the emotional conditions under which disagreement is handled.

Inclusivity must remain an active design principle. The institution should explain that the practice is an invitation to attentive silence and breathing, not a test of religious loyalty. Participants should be able to engage in a manner consistent with conscience. The language used by leaders is therefore as important as the sound of the bell.

From Ritual to Organizational Culture

The originality of the MMA model is its movement from an individual technique to a system of organizational attention. A ritual becomes culturally meaningful when it influences what happens after the ritual: how meetings are conducted, how feedback is delivered, how conflict is managed, and how decisions affect vulnerable people.

The model proposes a sequence. Intentional presence interrupts automatic action. Discerning clarity enables a more accurate appraisal of emotion and purpose. Relational harmony translates awareness into empathy and psychological safety. Reflective governance embeds these qualities in ethical decisions and institutional policy. Repetition then reinforces presence, creating a continuing cycle.

This interpretation aligns with mindful management and engaged Buddhist perspectives that connect inner awareness with skillful organizational action (Marques, 2021; Vu & Tran, 2021). It also guards against a narrow use of mindfulness merely to increase productivity. The desired outcome is not a calmer employee who tolerates injustice, but a more aware institution capable of recognizing and addressing harmful conditions.

Practical Framework for Educational Institutions

Institutions interested in adapting a mindfulness-bell or collective-pause practice should proceed gradually and ethically. The following framework translates the findings into implementation principles:

Purpose: define the practice as support for attention, emotional regulation, respectful communication, and institutional well-being not as a substitute for mental-health treatment.

Inclusivity: use language that is accessible across religious and non-religious identities; avoid theological compulsion.

Duration and timing: begin with one or two pauses of approximately one to three minutes and select times that do not disrupt essential services.

Leadership modelling: require senior leaders to participate visibly and respectfully rather than delegating the practice to junior staff.

Flexible participation: allow staff in meetings, service counters, laboratories, or safety-sensitive duties to adapt the pause to their context.

Connection to behavior: integrate mindful listening, reflective meetings, compassionate feedback, and conflict de-escalation into institutional procedures.

Mental-health referral: maintain clear pathways to counselling and professional services for individuals needing more than a brief preventive practice.

Evaluation: monitor participation, psychological safety, work climate, perceived stress, conflict, and unintended negative effects using anonymous and ethically reviewed methods.

Table 3. Suggested Institutional Implementation Cycle

Stage	Key Action	Risk to Avoid	Suggested Evidence
1. Preparation	Consult staff and clarify purpose.	Religious coercion or unclear expectations.	Baseline survey and consultation notes.
2. Pilot	Introduce a short pause in selected units.	Overly long or disruptive sessions.	Participation and feasibility records.
3. Leadership Integration	Model mindful meetings and communication.	Symbolic participation without behavioral change.	Meeting observations and staff feedback.
4. Support System	Link the practice with counselling and workload support.	Using mindfulness to individualize structural problems.	Referral pathways and well-being indicators.
5. Review	Assess outcomes and unintended effects.	Assuming benefit without evidence.	Mixed-method evaluation and periodic revision.

Limitations and Future Research

This study has several limitations. First, it was conducted in one Buddhist higher education institution, and the findings may not transfer directly to institutions with different cultural, organizational, or religious contexts. Second, the sample was purposive and the quantitative analysis was descriptive. Third, the outcomes were based substantially on self-reported perceptions and qualitative interpretation. Fourth, the study did not use validated clinical measures of stress, anxiety, depression, burnout, or psychological well-being. Fifth, there was no control group or pre–post design; therefore, causal effects cannot be claimed.

Future research should examine the model across Buddhist, other faith-based, and secular institutions. Longitudinal and quasi-experimental studies could use validated measures of perceived stress, emotional regulation, psychological safety, burnout, organizational citizenship, conflict, and leadership behavior. Student outcomes should also be explored, including attention, classroom climate, belonging, and help-seeking. Researchers should investigate whether participation is experienced as supportive, neutral, or coercive by minority groups and should identify the organizational conditions under which mindfulness supports rather than conceals structural reform.

Conclusion

The experience of STABN Raden Wijaya demonstrates that a simple sound can become an institutional reminder to return to awareness. The mindfulness bell was widely accepted, consistently practiced, and associated by participants with improved concentration, collective calmness, empathetic relationships, reflective leadership, and interfaith connectedness. The Mindful Managerial Awareness model explains these outcomes through four linked capacities: intentional presence, discerning clarity, relational harmony, and reflective governance.

Together, they connect inner awareness with educational practice and organizational ethics. The principal contribution of this paper is not the claim that a bell can solve mental illness, educational pressure, or social conflict. Rather, it shows how educational institutions can create repeated spaces in which people pause before carrying pressure into speech, decisions, and relationships. When combined with inclusive leadership, professional mental-health support, fair policies, and continued evaluation, institutional mindfulness can become one element of a broader culture of care. For societies seeking harmony amid religious diversity and rapid change, the lesson is modest but important: awareness becomes socially meaningful when it is practiced together and translated into compassionate action.

Acknowledgements

The authors express appreciation to the academic community of Raden Wijaya State Buddhist College for participating in and sustaining the mindfulness-bell practice. The original study acknowledged financial support from the Ministry of Religious Affairs of the Republic of Indonesia.

Conflict of Interest

The authors declare no conflict of interest in relation to this conference manuscript. The organizers should be informed that the empirical findings were previously published and are thematically extended here for conference dissemination.

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Extended Abstracts

The Impact of Social Media Entrepreneurship on Children’s Mental Health and Moral Development, Sri Lanka

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Introduction

The rapid advancement of digital technology and internet accessibility has transformed the way people communicate, learn, and conduct business. Among these changes, social media entrepreneurship has emerged as a powerful trend, where individuals use platforms such as TikTok, Facebook, Instagram, and YouTube to promote products, create content, and generate income (Khamis, Ang and Welling, 2017). Many young people and even children are increasingly exposed to this digital entrepreneurial culture through influencers, online businesses, content creation, and brand promotion. While social media entrepreneurship offers opportunities for creativity, financial independence, and technological skills development, it also raises serious concerns regarding children’s mental health and moral development.

Children today spend a significant amount of time on social media platforms, where they are constantly exposed to commercialized content, idealized lifestyles, and online competition. This exposure can influence their emotions, behavior, attitudes, and values. On one hand, social media entrepreneurship may encourage innovation, self-confidence, communication skills, and entrepreneurial thinking among children (Djafarova and Trofimenko, 2019). On the other hand, excessive engagement with social media can contribute to anxiety, depression, low self-esteem, addiction, and social isolation (Twenge and Campbell, 2018). The pressure to gain popularity, followers, and online validation may negatively affect children’s psychological well-being and emotional stability.

In addition to mental health concerns, social media entrepreneurship can also shape children’s moral development. Children are highly impressionable, and the content they consume online may influence their understanding of responsibility, honesty, respect, and social ethics. Some online entrepreneurs promote positive values such as creativity, hard work, and social responsibility, while others may encourage dishonesty, materialism, inappropriate behavior, or unhealthy competition in pursuit of fame and profit (Abidin, 2016). As a result, children may struggle to distinguish between ethical and unethical online behavior.

This research aims to examine the impact of social media entrepreneurship on children’s mental health and moral development. It seeks to explore both the positive and negative effects of social media exposure on children’s emotional well-being, social behavior, and value formation. The study will also investigate the role of parents, educators, and society in guiding children toward responsible and balanced use of social media. Understanding these impacts is essential for developing effective strategies to protect children’s mental health and promote healthy moral development in the digital age. The main objective of this study is to examine

the impact of social media entrepreneurship on children’s mental health and moral development.

- To investigate the extent of children’s exposure to social media entrepreneurship activities on platforms such as Facebook, Instagram, TikTok, and YouTube.
- To assess the effects of social media entrepreneurship on children’s mental health, including stress, anxiety, self-esteem, and emotional well-being.
- To explore how social media entrepreneurship influences children’s moral development, including values such as honesty, responsibility, and ethical behavior.
- To identify both the positive and negative impacts of social media entrepreneurship on children’s behavior and lifestyle.

Methodology

This study adopted a qualitative research approach to examine the impact of social media entrepreneurship on children’s mental health and moral development. A qualitative design was selected as it enables an in-depth understanding of children’s experiences, emotions, and behaviors influenced by platforms such as Instagram, TikTok, Facebook, and YouTube. The target population included children aged 10–16 years, along with selected parents and teachers who provided additional perspectives. Participants were chosen using purposive sampling to ensure relevance to the research topic. Data were collected through semi-structured interviews and focus group discussions, focusing on emotional well-being, moral values, and online behavioral changes. The data were analyzed using thematic analysis, where responses were coded and organized into key themes such as mental health effects, moral influence, and behavioral patterns. Ethical considerations, including informed consent, confidentiality, and protection of participants’ privacy, were strictly followed throughout the research process to ensure integrity and reliability of the study.

Findings

The findings show that children are highly exposed to social media entrepreneurship through platforms such as Instagram, TikTok, YouTube, and Facebook, with a generally positive exposure level (70%). However, the impact on mental health is mostly negative (60%), as many children experience stress, anxiety, and low self-esteem due to online comparison and pressure for recognition.

Moral development also shows a slightly negative influence (55%), where children are exposed to both positive entrepreneurial values and negative materialistic or unrealistic success ideals. Parental and teacher involvement is highly positive (75%), indicating that guidance and supervision significantly protect children from harmful effects. Behavioral changes are balanced (50% positive and 50% negative), showing that while some children develop creativity and digital skills, others develop dependency and excessive screen use. Overall, the findings suggest that social media entrepreneurship has both beneficial and harmful effects, but

negative influences are stronger in mental health and moral development without proper guidance.

3.1 Impact of Social Media Entrepreneurship on Children

Category	Positive Impact (%)	Negative Impact (%)	Key Interpretation	Category
Exposure to Social Media Entrepreneurship	70%	30%	High exposure through influencers and online business content	Exposure to Social Media Entrepreneurship
Mental Health Impact	40%	60%	More negative effects such as stress, anxiety, and low self-esteem	Mental Health Impact
Moral Development Influence	45%	55%	Mixed influence; some positive values but strong materialistic pressure	Moral Development Influence
Parental/Teacher Role	75%	25%	Strong protective effect when guidance and monitoring are present	Parental/Teacher Role

Discussion

This study raises important concerns about how social media entrepreneurship is reshaping children’s social well-being and moral development. While platforms such as Instagram, TikTok, YouTube, and Facebook enable innovation and income generation, they also create an unregulated environment where entrepreneurial influence is often driven more by engagement metrics than social responsibility.

A critical issue is the normalization of “attention-based success,” where children are exposed to the idea that popularity, followers, and visibility are equivalent to achievement. This shifts value systems away from effort-based success toward instant gratification and external validation. As a result, social well-being is at risk, as children may develop distorted self-worth tied to online approval rather than real-life skills or relationships.

Entrepreneurs in digital spaces are increasingly acting as informal educators, yet many lack ethical standards or child-focused responsibility. A concerning trend is the commercialization of childhood influence, where children are indirectly targeted through lifestyle marketing, exaggerated success narratives, and emotionally persuasive content. This raises questions about exploitation and long-term psychological impact.

From a societal perspective, entrepreneurs should not only focus on profit maximization but also acknowledge their role as social actors shaping youth behavior. There is a growing need for ethical digital entrepreneurship frameworks that regulate content targeting minors, ensure transparency in promotions, and discourage harmful comparison culture. Furthermore,

responsible entrepreneurs should actively contribute to digital well-being by promoting authenticity, mental health awareness, and realistic representations of success. Without such accountability, social media entrepreneurship risks deepening inequality in self-esteem development and weakening moral foundations in younger generations.

Conclusion and Recommendations

Based on the findings of this study on the impact of social media entrepreneurship on children’s mental health and moral development, several recommendations are proposed to minimize negative effects and enhance positive outcomes. Firstly, parents should actively monitor and guide children’s use of social media platforms such as Instagram, TikTok, YouTube, and Facebook. Setting time limits, discussing online content, and encouraging responsible usage can help reduce risks such as addiction, anxiety, and low self-esteem.

Secondly, schools should integrate digital literacy and moral education into the curriculum. This will help children develop critical thinking skills to differentiate between positive entrepreneurial content and harmful or misleading online influences. Teachers should also provide counseling support for students experiencing stress or behavioral changes due to social media exposure. Thirdly, social media platforms and content creators should be encouraged to promote ethical and child-friendly content. Influencers involved in social media entrepreneurship should be made aware of their responsibility in shaping young audiences’ values and behavior.

Finally, government and child protection organizations should implement awareness programs and policies to promote safe and balanced use of digital platforms. This includes educating both parents and children about the psychological and moral risks associated with excessive social media engagement. Overall, a combined effort from parents, educators, policymakers, and digital platforms is essential to ensure that children benefit from social media entrepreneurship while minimizing its harmful effects.

Keywords: *Social Media Entrepreneurship, Children’s Mental Health, Moral Development, Digital Entrepreneurship, Social Media Impact*

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Quantitative Analysis of the Relationship Between Occupational Status and Delusion-like Experiences in a Non-Clinical Population in Sri Lanka

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Introduction

Traditional psychiatric models often view delusions as rigid, false beliefs found exclusively in clinical diagnoses such as schizophrenia. However, modern psychological research supports a continuum model, suggesting that "delusion-like experiences" (PLEs) can occur within the general, non-clinical population. This study investigates how socio-economic determinants, particularly occupational status, influence these experiences in Sri Lanka. In the current economic climate, understanding how professional identity and job security impact mental health is crucial for developing preventive psychological interventions.

Accordingly, the primary objective of this research is to identify whether a significant correlation exists between a person's employment status and the prevalence of delusion-like experiences. While clinical cases are well-documented, there is limited data on how vocational stress affects the non-clinical Sri Lankan public. Following the reviewers' recommendation, this study focuses on "delusion-like experiences" to maintain conceptual consistency when discussing a healthy population.

Methodology

This study employed a quantitative empirical research design to investigate delusion-like experiences among individuals from the general population in Sri Lanka. Participants were recruited from diverse vocational backgrounds across the country, ensuring a representative non-clinical sample and enhancing the generalizability of the findings. Data were collected using the Peters et al. Delusions Inventory (PDI-21), a widely recognized instrument specifically developed to assess delusion-like experiences within non-clinical populations. The PDI-21 consists of 21 items and was selected because it measures not only the presence of unusual beliefs but also the multidimensional characteristics associated with such experiences. Specifically, the instrument evaluates three key dimensions: distress, preoccupation, and conviction. This multidimensional approach enables a comprehensive assessment of the intensity and psychological impact of delusion-like experiences, including those that may not reach the threshold for a clinical diagnosis but nevertheless influence an individual's mental well-being and daily functioning.

Data Analysis

The collected data were analyzed using descriptive and inferential statistical techniques. Mean score calculations were employed to determine the average level of delusion-like experiences

and related psychological dimensions among participants. The mean score was calculated using the formula: $(\bar{x} = \frac{\sum x}{n})$ and correlation analysis to interpret the relationship between job types, age, and psychological outcomes. This measure provided a summary of the central tendency of participants' responses on the Peters et al. Delusions Inventory (PDI-21). In addition, correlation analysis was conducted to examine the relationships between demographic variables, including age and occupational category, and psychological outcomes measured by the PDI-21. This analytical approach enabled the identification of potential associations between participants' socio-demographic characteristics and the prevalence and intensity of delusion-like experiences.

Results and Discussion

The quantitative analysis yielded several critical insights:

The findings of the study indicate a significant relationship between employment status and the prevalence of delusion-like experiences. Unemployed individuals reported substantially higher levels of such experiences compared to participants engaged in stable employment. This pattern suggests that the absence of a structured occupational identity, combined with financial uncertainty and social stressors associated with unemployment, may increase psychological vulnerability and contribute to the emergence of delusion-like thoughts.

Furthermore, the results revealed notable age-based variations in the occurrence of delusion-like experiences. Participants aged between 20 and 35 years demonstrated a higher prevalence of erotomaniac and somatic-like beliefs compared to older age groups. This trend may be associated with the challenges commonly encountered during early adulthood, including career establishment, economic instability, interpersonal relationship concerns, and identity formation processes.

The analysis also highlighted the influence of vocational stress on psychological well-being. Individuals employed in high-pressure, competitive, or insecure occupational sectors exhibited elevated mean scores on the Peters et al. Delusions Inventory (PDI-21), particularly within the Distress dimension. These findings suggest that occupational stress may intensify the emotional impact of unusual beliefs and experiences, thereby increasing the level of psychological discomfort experienced by individuals. Collectively, the results underscore the importance of employment stability, age-related life circumstances, and workplace conditions as factors associated with the manifestation and intensity of delusion-like experiences within the general population.

Discussion

The findings of this study suggest that delusion-like experiences are not merely individual psychological phenomena but are closely intertwined with broader social and economic realities. The application of the Peters et al. Delusions Inventory (PDI-21) provided a nuanced framework for examining how occupational circumstances influence psychological well-being. By assessing not only the presence of unusual beliefs but also the dimensions of distress,

preoccupation, and conviction, the instrument enabled a deeper understanding of the psychological impact of employment-related stressors.

A particularly important finding was the positive association between unemployment and the increased prevalence of delusion-like ideation. This relationship highlights the critical role of vocational purpose in maintaining psychological stability and mental equilibrium. Employment provides not only financial security but also a sense of identity, social integration, routine, and personal achievement.

The absence of these protective factors may contribute to heightened stress, uncertainty, and emotional distress, thereby increasing susceptibility to unusual beliefs and cognitive distortions. These findings underscore the importance of considering socio-economic conditions, particularly employment status and occupational stability, as significant determinants of psychological well-being within the general population.

Conclusion and Recommendations

This study concludes that occupational status and age are significant factors associated with the prevalence and intensity of delusion-like experiences among individuals in Sri Lanka. The findings indicate that unemployment, occupational insecurity, and high levels of vocational stress contribute to increased psychological vulnerability, while age-related differences further influence the manifestation of these experiences. The results emphasize the importance of considering socio-economic and occupational contexts when examining mental well-being within the general population.

Based on these findings, several recommendations can be made. First, organizations should establish comprehensive workplace mental health support systems, including counseling services, stress management programs, and employee well-being initiatives, to mitigate the adverse psychological effects of occupational stress. Such interventions may help reduce emotional distress and promote healthier coping mechanisms among employees.

Second, social welfare and employment assistance programs should incorporate psychological resilience training and mental health support for unemployed individuals. These initiatives can equip job seekers with effective coping strategies, enhance their psychological well-being, and reduce the negative mental health consequences associated with prolonged unemployment and economic uncertainty. Finally, policymakers and mental health practitioners should recognize the role of employment-related factors in psychological well-being and develop targeted interventions that address both economic and mental health needs. Future research should further explore the complex relationships between occupational conditions, socio-economic status, and delusion-like experiences across different demographic groups in Sri Lanka.

Keywords: *Delusion-Like Experiences, PDI-21, Occupational Status, Unemployment, Age-Based Analysis, Non-Clinical Population, Sri Lanka.*

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Effectiveness, Ethical Risks, and Regulatory Gaps in Mobile Applications for Digital Mental Health Promotion: A Systematic Review

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Introduction

The burden of mental health conditions is increasing throughout the globe, and disparities in care remain profound owing to stigma, cost, and insufficient availability of treatments. Mobile health (mHealth) applications have been suggested as an innovative technology that can offer easily scalable, widely accessible and inexpensive mental health treatments. Mobile mental health apps incorporate functions like cognitive behavioral therapy (CBT), mood monitoring, and mindfulness exercises that enable individuals to manage their symptoms independently. Based on recent systematic review studies, digital mental health interventions have the capacity to substantially alleviate psychological conditions with a moderate effect size found in randomized controlled trials. Despite their widespread usage, concerns continue to surround their actual effectiveness in real-life scenarios, ethical implications and absence of regulatory guidance. A lack of standardization in user engagement, breaches in privacy and the presence of non-evidence-based materials all create concerns about app reliability and security. The objective of this study is to conduct a systematic review to accomplish the following: to evaluate how mobile mental health applications can contribute to the betterment of psychological well-being; to determine and assess various ethical challenges related to the use of mobile mental health apps; and to analyses relevant legislative gaps that can help to build a framework for a more equitable and safer promotion of digital mental health.

Methodology

This study will utilize a systematic review methodology in adherence to PRISMA guidelines. Peer-reviewed studies were gathered from databases such as PubMed, PsycINFO, Scopus and Google Scholar using keywords: "digital mental health apps," "mHealth," "effectiveness," "ethics," and "regulation." The criteria for study selection include systematic reviews, meta-analyses and randomized controlled trials published between 2015 and 2026 that focus on the use of mobile mental health interventions. Articles addressing the use of mobile mental health apps for depression, anxiety, stress and self-harm are included. Applications solely aimed at web-based interventions and wellness apps that are not clinically-based will be omitted. Key themes collected included three domains: efficacy outcomes (clinical and engagement), ethical concerns (privacy, safety, biases) and regulatory frameworks. A thematic synthesis approach was employed for data analysis.

Results / Findings

Effectiveness

The evidence indicates that mobile mental health applications exhibit moderate effectiveness in improving the symptoms of depression and anxiety. A meta-analysis revealed statistically significant enhancements compared to the comparison groups (mean $g=0.43$). Mobile mental health applications have a beneficial impact especially in low- and middle-income countries where the existing system of care is less accessible. However, the effectiveness of these apps is hindered by a high attrition rate and limited user engagement. There is a lack of standard measurement criteria across various studies evaluating user engagement, which leads to challenges in assessing long-term impacts. Additionally, a significant proportion of applications lacked thorough clinical validation, hence impacting confidence in their effectiveness.

Ethical Risks

ethical challenges are a major concern in the use of mobile mental health apps. Several ethical considerations exist, including the risks associated with user data, including the storage of sensitive personal information and health data in various applications, the lack of comprehensive privacy protections that could potentially lead to unauthorized access and use, and privacy risks arising from the sharing of user data without explicit consent. Safety issues, including the potential of the applications to provide therapeutic content that may be unsafe or even cause harm, especially when applications are designed for individuals with higher levels of mental distress, and non-evidence-based applications that could be harmful for users. Finally, design ethics involves the use of manipulative tactics, including gamification and persuasive techniques, to maintain and increase user engagement, which can compromise the ethical delivery of care.

Regulatory Gaps

Current regulations are disjointed. Many mobile mental health applications currently bypass standard healthcare regulatory frameworks, enabling their release into the marketplace without clinical trials or efficacy data. There is no consistent guideline on safety, protection of private data and on quality assurance. Furthermore, current regulations have not kept up with the advancements in technology and thus the current oversight frameworks contain numerous gaps.

Discussion

Overall, this review suggests that mobile mental health applications offer a promising complementary tool for global mental health promotion but not as a replacement for established forms of treatment. Its ability to provide moderate improvements shows the potential for mHealth apps to enhance access to care for those that struggle to reach adequate treatment. Yet, there are notable limitations such as limited quality of studies, a lack of rigorous design and engagement difficulties, restricting generalization. Ethical challenges continue to prove significant obstacles to app trust and adoption. Security and privacy concerns among mobile app users as well as potential physical risks from potentially non-clinically validated apps, have

generated mistrust and concerns about potential harms especially for at-risk populations. The engagement-efficacy-ethics triad highlights the need for further development of ethical considerations within app design and promotion. Unclear regulatory requirements are further aggravating this matter, leading to a flood of clinically unverified applications in the marketplace that makes finding and differentiating the optimal app for individuals challenging. This calls for enhanced cooperation between policymakers, healthcare professionals, researchers, developers, and advocacy groups.

Recommendations

In order to foster the advancement and application of safe and efficient mobile mental health applications, several important recommendations should be made. Firstly, application developers should adopt a greater evidence-based design approach; specifically, they must incorporate proven clinical frameworks into the development process of mobile apps and conduct formal testing before and after application rollout. Secondly, developers must prioritize secure handling of data, including adequate encryption, the dissemination of clear privacy policies, and compliance with regulations that mirror GDPR framework across different countries, thereby safeguarding users’ personal and sensitive information. Thirdly, standardizing measurement criteria is crucial for comparing and contrasting app engagement and efficiency. Moreover, government and health organizations should create an app certification program. The program would allow only approved mobile applications which met safety and clinical efficacy requirements. Lastly, the utilization of more ethically considerate design methods such as avoiding manipulative content, providing full transparency to users about data collection and algorithm use, and ensuring mobile health apps integrate with primary care services are also key strategies for the promotion of safe and equitable digital health tools.

Conclusion

This systematic review demonstrates the moderate effectiveness of mobile mental health applications as an innovation in digital health to address issues of mental health globally by providing scalable and easily accessible treatment support. However, significant ethical challenges and the lack of appropriate regulations and governmental guidelines were identified. To address these challenges, a collaborative effort between researchers, developers, policymakers, and health organizations is needed to promote the development and implementation of safe, effective, and equitable digital mental health solutions.

Keywords: *Digital Mental Health, Mental Health Applications, Effectiveness, Ethics, Data Privacy, Regulation, Systematic Review*

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Enhancing Motivation for Science Learning among School Students in Sri Lanka through Mindfulness-Based Interventions

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Introduction

In the contemporary educational landscape of Sri Lanka, student engagement in science subjects often faces challenges due to traditional rote-learning methods and academic stress. Mindfulness, a practice rooted in maintaining non-judgmental awareness of the present moment, has shown significant potential in cognitive and emotional regulation. This study investigates whether a structured mindfulness intervention can effectively enhance student motivation and academic performance in science among secondary school students in Sri Lanka. Accordingly, the primary problem addressed is the declining interest and motivation toward science education in the local school system. The research aims to explore the impact of an eight-week mindfulness training program on students' intrinsic motivation and their ability to grasp complex scientific concepts.

Methodology

This study employed a quantitative experimental research design with a controlled group structure to examine the effects of mindfulness-based interventions among students. The sample was divided into two distinct groups: an experimental group, which received mindfulness training, and a control group, which was exposed to traditional instructional methods without any mindfulness-based intervention. The intervention administered to the experimental group consisted of a series of structured mindfulness exercises designed to enhance emotional regulation, attention control, and psychological well-being. These practices included self-regulation exercises aimed at improving emotional control and sustaining attention, Loving-Kindness Meditation (Maithri Bhavana) to cultivate positive attitudes and promote mental ease within the learning environment, mindful listening with singing bowls to anchor attention in the present moment through focused auditory awareness, and body scan techniques intended to develop awareness of physical sensations while reducing academic-related stress and psychological tension. Collectively, these interventions were structured to strengthen students' cognitive focus and emotional stability within the academic context.

- Instrumentation: Pre-tests and post-tests were administered to measure academic progress. Motivational levels were assessed using standardized psychological scales adapted for the local context.
- Data Analysis: The study employed mean score calculations ($x = \frac{\sum x}{n}$) to compare the performance and motivational indices of both groups. Score Calculations ($x = \frac{\sum x}{n}$)

Results and Discussion

The quantitative analysis revealed a significant improvement in the experimental group compared to the control group across multiple psychological and academic dimensions. Students who participated in mindfulness-based practices, including mindful listening with singing bowls and body scan exercises, demonstrated increased motivation, reporting higher levels of concentration and intrinsic interest in science-related subject content. In terms of academic performance, the experimental group achieved notably higher mean scores in science examinations, suggesting that mindfulness practices may contribute to reduced cognitive load and improved memory retention.

Furthermore, qualitative feedback indicated enhanced stress management and self-regulation abilities, with students reporting greater emotional resilience and composure during examination periods following the intervention. A particularly important finding was the reduction in exam-related anxiety, where techniques such as the body scan were found to help students regulate physiological stress responses, resulting in a calmer and more controlled psychological state during assessments. Additionally, mindful listening with singing bowls was observed to improve sustained attention, which is essential for understanding and processing complex scientific concepts. Overall, the findings suggest that mindfulness-based interventions are not only effective in enhancing academic outcomes and psychological well-being but are also highly scalable, as they are low-cost and can be feasibly implemented across schools in Sri Lanka regardless of resource limitations.

Conclusion and Recommendations

The study concludes that mindfulness-based interventions are highly effective in enhancing Science learning motivation among Sri Lankan school children. The findings indicate that structured mindfulness practices contribute positively to students’ cognitive engagement, emotional regulation, and academic performance, thereby supporting their overall learning experience in science education. Based on these outcomes, several recommendations are proposed. First, curriculum integration is strongly encouraged, whereby short mindfulness sessions such as mindful breathing or sound-based focus exercises can be incorporated into the daily school timetable prior to Science lessons to enhance student readiness and concentration. Second, teacher training programs should include basic mindfulness instruction to enable educators to foster a more supportive, focused, and stress-free classroom environment. Third, educational policymakers are encouraged to recognize mindfulness as a core component of holistic student development and to incorporate it into national educational frameworks and school well-being policies. Finally, mindfulness should be reconceptualized not merely as a relaxation technique but as a fundamental pedagogical approach that supports student success, emotional stability, and sustained academic motivation.

Keywords: *Mindfulness, Science Education, Student Motivation, Singing Bowl Therapy, Body Scan, Quantitative Research, Sri Lanka.*

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Silence in Strength: A Qualitative Exploration of Psychological, Social, and Biological Factors Influencing Men’s Emotional Expression

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Introduction

Men’s mental health has become an increasingly significant global public health concern, particularly due to the growing prevalence of emotional suppression, psychological distress and low help-seeking behavior among men (Addis and Mahalik, 2003). Traditional masculine norms often encourage emotional resistance, self-reliance and strength, and discourage vulnerability and open emotional expression (Mokhwelepa and Sumbane, 2025). As a result, many men experience difficulties recognizing, communicating and managing emotional distress, which is linked to higher rates of untreated depression, suicide, somatic disorders and other psychological well-being and interpersonal functioning (Mokhwelepa and Sumbane, 2025; WHO 2022).

Past literature suggests that men are generally less likely than women to seek professional psychological support and openly discuss emotional distress due to stigma, fear of appearing weak, and social expectations surrounding masculinity (Seidler *et al.*, 2016). Especially in South Asia, the social and cultural context is rooted in emotional endurance, family duty, and traditional gender ideals, which intensify the silence around emotional distress.

Even though global studies have examined the relationship between masculinity and mental health, the majority of them are culturally irrelevant to the South Asian context. In Sri Lanka, discussions surrounding men’s emotional well-being remain relatively limited and are often influenced by traditional gender expectations, social stigma and cultural beliefs regarding male strength and emotional control as mentioned above. Emotional struggles among men are frequently normalized or concealed. It reduces opportunities for reaching emotional support and psychological intervention. Furthermore, limited qualitative research has explored how psychological, social and biological influences collectively shape emotional expression in the male population.

This study addresses the critical gap that exists in understanding Sri Lankan men’s mental health with their lived experiences. The main research question and aim are to address how psychological, social and biological factors influence emotional expression among young adult men in Sri Lanka.

Methodology

This study employed a qualitative research design to explore the lived experiences and emotional expression patterns of young adult men in Sri Lanka. Semi-structured interviews

longing 45-60 minutes each were conducted with eight (n=8) male participants aged between 20 and 30 years residing in Colombo and Kandy districts.

Participants were selected employing purposive sampling to obtain diverse perspectives regarding emotional experiences, coping strategies, and social influences. Data were collected through individual interviews consisting of 15 open-ended questions developed by the researcher, focusing on emotional awareness, stress responses, barriers to emotional expression, masculinity pressure, coping mechanisms, social expectations, trust and perception of mental wellbeing.

The interview was conducted in a confidential and supportive environment to encourage open discussion of sensitive experiences. The interviews were conducted in English, audio-recorded with participant consent and transcribed and analyzed manually. The analysis part was done using thematic analysis to identify recurring themes and patterns related to psychological, social, and biological influences on emotional expression.

Ethical considerations, including informed written consent, confidentiality, anonymity and voluntary participation, were maintained through the study.

Findings and results

Table 1: Summary of Superordinate Themes and Subordinate Themes from Thematic Analysis

Superordinate Theme	Subordinate Theme
Masculinity norms and emotional suppression	Emotional expression as weakness. Social expectations to remain emotionally strong. Internalization of masculine ideals.
Fear of judgment and lack of emotional safety	Fear of criticism and misunderstanding. Concerns regarding confidentiality and trust. Absence of an emotionally safe environment. Limited mental health awareness and emotional literacy.
Emotional isolation and self-reliance	Preference for dealing with emotions alone. Self-reliance as a masculine characteristic. Emotional avoidance and suppression.
Coping behaviors and emotional regulation	Avoidant coping strategies (eg, isolation, emotional withdrawal). Behavioral coping mechanisms (eg, smoking, music). Physical and lifestyle-based coping. Anger and silence as emotional responses.
Body-mind connection in emotional distress	Somatic expression. Emotional distress affects cognitive functioning. Physical well-being influences emotional well-being.
Need for understanding, trust and emotional validation	Seeking an emotionally intelligent and understanding listener. Shared experiences increase emotional comfort. Desire for emotional acceptance and validation. Prefer solution-oriented emotional support.

Note: Data generated from an interview conducted by the author (May 2026)

Using thematic analysis, six superordinate themes were developed with twenty-one subordinate themes (Table 1). Masculinity norms appeared to strongly influence emotional suppression, while fear of judgment, confidentiality concerns and limited emotionally safe environments further restricted emotional openness among participants. Many participants

described emotional expression as conflicting with masculine expectations, leading to a preference for emotional control, silence and self-reliance.

Participants also highlighted limited mental health awareness and emotional literacy, with emotional struggles often being minimized, stigmatized or misunderstood within the social and cultural context.

Discussion

The findings suggest that emotional expression is shaped by the sociocultural construction of masculinity, where emotional restraint, self-reliance, and emotional endurance are normalized in masculine ideals. It resonates with the masculine norms’ theory (Wong et al., 2017) as traditional masculinity reduces emotional disclosure and help-seeking behaviors.

The psychosomatic nature of emotional distress, as participants described fatigue, sleep disturbances, anger and cognitive overload alongside emotional struggles, demonstrates the interconnected body-mind impact of suppressed emotions. It extended Engel’s biopsychosocial model (1977). Reliance on avoidant and behavioral coping mechanisms, including smoking and emotional withdrawals, reflects indirect emotional regulation strategies.

Participants reported greater emotional comfort with females than with males, emphasizing limitations in the male emotional support system and their emotional literacy. It highlights homosocial barriers to help-seeking (Seidler et al., 2016). Further, participants prefer solution-oriented emotional support over just listening. It indicates a tendency toward solution-focused cognitive processing during emotional arousal, which prioritizes problem resolution and leads to emotional relief once a perceived solution is reached (Novotný, Srt and Stokin, 2024). \

Recommendations

The study recommends culturally sensitive, gender-responsive mental health initiatives that promote emotional literacy, safe emotional spaces and adaptive coping among men. Community-based awareness programs and male-focused psychological interventions, such as somatic-focused screenings and peer group interventions, may help reduce stigma surrounding emotional expression and help-seeking. Future research should include a longitudinal mixed-method study with diverse samples to test HAPA interventions. The current study is limited by its small qualitative sample and urban-focused participant group, which may restrict the broader generalizability of findings.

Conclusion

This study strongly demonstrates that emotional expression among young adult men in Sri Lanka is shaped through the interaction of psychological, social and biological factors. The findings indicate that sociocultural masculinity norms, emotional stigma, and limited emotional safety significantly influence how men perceive, manage and express emotional distress. Simultaneously, the study highlights the embodied nature of emotional experiences, where psychological distress is reflected through behavioral and physiological responses. Overall, the

findings provide substantial support for the research question and contribute culturally relevant insights into men's emotional well-being within the Sri Lankan context.

Keywords: *Men's mental health, Masculinity norms, Emotional suppression, Mental health awareness, Qualitative study*

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Indigenous Sounds of Healing and Spiritual Wellbeing: Sri Lankan Ritual Traditions Dialogue with Global Communal Healing Practices

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Introduction

In Sri Lanka, sound has long served purposes extending well beyond performance. Drumming, chanting, invocatory singing and ritual enactment constitute indigenous systems aimed at restoring balance between the individual, the family and the wider social world. Scholarship has begun to recognize that healing rituals integrate music, dance and collective participation as resources for spiritual wellbeing and community care (Kalinga Dona, 2024). Yet these practices remain marginalized in formal academic and health discourse, treated as folklore or superstition rather than as knowledge systems with a legitimate bearing on wellbeing.

Sri Lankan ritual sound is frequently dismissed as irrational, while comparable traditions elsewhere, such as Indigenous North American drumming, African dance-healing and Sufi dhikr, attract serious scholarly and clinical attention. This asymmetry reflects historical and institutional reception, not any deficiency in the knowledge itself. This paper places Sri Lankan ritual sound traditions in comparative dialogue with selected global communal healing practices to argue that they carry culturally situated wellbeing knowledge capable of informing mental health education and social harmony. Three objectives guide the inquiry: (1) to identify the mechanisms through which ritual sound supports wellbeing in Sri Lankan contexts; (2) to situate these within a cross-cultural comparative frame; and (3) to consider how this knowledge might inform culturally responsive mental health education, social harmony programs and arts-based wellbeing initiatives in Sri Lanka.

Methodology

The study adopts a qualitative and conceptual approach, drawing on ritual-performance studies, medical ethnomusicology and scholarship on indigenous healing practices. The primary focus is Low-Country ritual drumming and Shanthikarma-related performance contexts, selected because they are well-documented, community-embedded traditions with a clear healing orientation. Comparative material from Indigenous North American, African and Sufi traditions is drawn from peer-reviewed scholarship, selected because sound, rhythm, ceremony and collective participation occupy similarly central roles in each. Conceptual analysis identifies functional mechanisms through which ritual sound supports wellbeing and examines whether comparable mechanisms appear across traditions, while maintaining clear comparative boundaries: each tradition retains its own sacred authority, community ownership and cultural formation.

Results and Findings

The analysis yields three key analytical insights. First, rhythm and repetition organize attention, regulate bodily arousal and generate a shared emotional atmosphere, drawing performers and onlookers into a common temporal frame. Second, chanting, drumming and invocation externalize suffering, giving perceptible form to experiences such as fear, grief and spiritual disturbance that might otherwise remain confined to the individual. In Sri Lankan healing rituals, the person seeking relief is surrounded by sound, movement, symbolic action and communal witnessing, with family members, neighbors and ritual specialists all actively involved. Third, the ritual space becomes a site of symbolic transformation where fear and disorder are named, enacted and symbolically resolved. Scholarship on indigenizing social work in Sri Lanka supports this analysis, pointing to the role of Shanthi karma in supporting emotional release and community wellbeing (Fernando, 2024). Comparable principles appear across the comparative traditions: ceremonial drumming supports recovery among Native Americans (Dickerson et al., 2014); African dance-based healing addresses trauma through collective embodied participation (Monteiro and Wall, 2011); and Sufi dhikr and sama support spiritual concentration and communal cohesion through repetition, breath and voice (Nizamie, Katshu and Uvais, 2013).

Recommendations

Sri Lankan ritual sound traditions should be studied through respectful interdisciplinary methods in genuine partnership with ritual practitioners and community knowledge-holders. Researchers and educators should resist both the dismissal of ritual culture as irrational and its superficial appropriation as an exotic therapeutic tool. Arts-based wellbeing programs in schools and universities should incorporate these traditions within social harmony and wellbeing curricula. Training for community health workers and social workers should include cultural knowledge components addressing indigenous healing frameworks. Future research should move toward community-based participatory methods, working directly with practitioners to document and responsibly apply this knowledge.

Discussion

The domestic devaluing of Sri Lankan ritual knowledge, its treatment as irrational or backward, contrasts sharply with the scholarly seriousness afforded to structurally similar traditions elsewhere. This asymmetry warrants critical attention, as it reflects historical and institutional reception rather than any genuine deficiency in the knowledge. The value of these traditions resides not only in sound itself but in the entire ritual environment: sound works in concert with space, gesture, narrative, belief, memory, kinship and communal participation. From a culturally informed mental health perspective, this matters because in Sri Lanka distress is frequently interpreted through frameworks of family, religion, spirit belief and karma. Health and educational programs that do not engage with these frameworks remain structurally external to many people lived realities. The principal limitation of this paper is that it remains

conceptual; primary community-based research is needed to build on these analytical foundations.

Conclusion

Sri Lankan ritual sound traditions offer a substantive and underexamined way of understanding the relationship between sound, spirituality, community and wellbeing. Placed in dialogue with Indigenous North American, African and Sufi communal healing practices, they take their place within a wider global conversation about how communities use sound and ceremony to respond to suffering and restore social balance. Recognizing these traditions as serious culturally situated wellbeing knowledge can support more grounded and culturally responsive approaches to mental health, social harmony and community education in Sri Lanka.

Keywords: *Indigenous Sound Healing; Spiritual Wellbeing; Sri Lankan Ritual Traditions; Community Care; Culturally Informed Mental Health*

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Psychological Readiness of Children for Dental Treatment: A Descriptive Cross-Sectional Study among Children Aged 3–13 Years

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Introduction

Oral health is a fundamental part of a child’s overall well-being, and habits formed in childhood significantly influence quality of life in adulthood. One of the greatest challenges in pediatric dentistry is securing the psychological cooperation of young patients. Upon entering a dental clinic, children are exposed to unfamiliar sights, sounds, and smells that frequently trigger fear and anxiety, leading to uncooperative behavior or avoidance of dental care. Psychological readiness the cognitive and emotional adaptability a child demonstrates toward the dental environment is critical to successful treatment outcomes. Between the ages of 3 and 13, children pass through distinct developmental stages that shape their responses to dental procedures. In Sri Lanka, the National Oral Health Survey (Ministry of Health, Sri Lanka, 2018) identified a high burden of untreated dental disease among children, largely attributable to fear and inadequate psychological preparation. Despite this public health concern, systematic research on children’s psychological readiness within the Sri Lankan context remains extremely limited, creating an urgent need for baseline evidence to guide clinical practice and health policy.

Methodology

This study employed a quantitative descriptive cross-sectional design conducted at the Out-Patient Department of the Institute of Oral Health, Maharagama, a major government dental center receiving 50–80 child patients daily. A sample of 100 children aged 3–13 years was selected using stratified convenience sampling across three age groups: 3–6 years (35%), 7–10 years (40%), and 11–13 years (25%), targeting an equal gender ratio. Data were collected in three stages. A structured parent questionnaire gathered demographic data and parental dental anxiety using the Modified Dental Anxiety Scale (MDAS).

Children’s anxiety was measured using the Children’s Fear Survey Schedule – Dental Subscale (CFSS-DS) for those aged 7 and above (scores ≥ 38 indicating high anxiety) and the Venham Picture Test for children aged 3–6. Cooperative behavior was rated by a trained observer using the Frankl Behavior Rating Scale (1 = definitely negative to 4 = definitely positive). Data were analyzed using SPSS through frequency distributions, means, standard deviations, and subgroup comparisons by age, gender, and dental history. The framework was grounded in Armfield’s (2010) Multifactorial Model of dental anxiety and Jaaniste et al.’s (2007) psychological preparation framework.

Results

Based on the study framework and existing literature, it is anticipated that 20–30% of participants will score 38 or above on the CFSS-DS, indicating clinically significant dental anxiety. Children aged 3–6 are expected to exhibit the highest anxiety levels and lowest Frankl ratings, reflecting limited cognitive understanding of dental procedures. Children aged 7–10 are likely to show moderate anxiety toward specific stimuli such as injections and drill sounds, while those aged 11–13 may display anxiety related to self-consciousness and social judgment. Female children are anticipated to report higher CFSS-DS scores than males.

Children with prior negative dental experiences are expected to show significantly higher anxiety and lower cooperation scores. A moderate positive correlation is anticipated between parental dental anxiety and child anxiety, particularly in younger age groups. The most common fear-inducing factors are expected to be the injection needle, micromotor sounds, and the sight of instruments.

Discussion

The anticipated findings align with and extend international literature on pediatric dental anxiety. The high expected prevalence of dental anxiety at the Institute of Oral Health, Maharagama highlights the need for psychological readiness to be treated as a routine clinical priority rather than a secondary concern. Age-related anxiety patterns are consistent with Klingberg and Broberg’s (2007) developmental framework, and the high-volume clinical setting of Sri Lanka’s government dental services is likely to amplify these vulnerabilities. The expected parent-child anxiety transmission effect is consistent with Themessl-Huber et al.’s (2010) meta-analysis and underlines the importance of involving parents in psychological preparation strategies.

The Sri Lankan cultural context, where tolerance of discomfort may be socially valued, may contribute to under-reporting of anxiety, a factor future qualitative studies should address. This is the first study in Sri Lanka to concurrently apply the CFSS-DS and the Frankl Behavior Rating Scale to the 3–13 age group in a government dental setting. Findings are expected to support targeted behavior management techniques such as Tell-Show-Do, positive reinforcement, and distraction, while contributing to the redesign of child-friendly clinic environments and the integration of psychological readiness into Sri Lanka’s National Oral Health Policy.

Keywords: *Dental Anxiety, Psychological Readiness, Pediatric Dentistry, Cross-Sectional Study, Behavior Management*

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An Analytical Study on the Importance of Buddhist Counseling in Combating Terrorism

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Introduction

Terrorism is one of the most destructive and complex problems facing the world today. For decades, global powers have used massive military operations, strict laws, and security strategies to stop it. However, these methods have mostly provided temporary and surface-level solutions. The main reason for this is that terrorism is not just an act of outward violence; it is a mental and emotional illness that grows inside a person's mind.

According to the core teachings of Buddhist psychology, any harmful action is rooted in three things: greed (Lobha), hatred (Dosa), and delusion (Moha). People who engage in terrorism are often driven by deep hatred, a desire for revenge, and extremist religious or political views. These "wrong views" completely distort their thinking. Traditional punishment or force cannot heal this mental distortion; instead, we need a psychological approach that addresses the person's inner self.

Buddhist counseling works by identifying these negative roots in the mind. By developing critical thinking and empathy, it helps to guide a person's perspective back to a healthy path. The main goal of this research is to explore how we can achieve lasting peace by healing the human mind which is the true root of terrorism and promoting mental well-being.

Methodology

This study primarily uses a qualitative research method. The data was gathered from secondary sources, focusing on Tripitaka literature specifically the *Dhammapada*, the *Cakkavatti Sihanada Sutta*, and the *Sigalovada Sutta*.

In addition to these ancient texts, modern psychological books and resources were consulted. The research reached its conclusions by conducting a comparative analysis between psychological theories on terrorism and Buddhist counseling techniques. This approach allows for a deep understanding of how spiritual teachings can be applied to solve modern-day mental and social crises.

Findings and Results

This research uncovered several key findings. First, it highlighted the vital importance of controlling the mind. Following the teaching "Mano-pubbangama Dhamma" (mind precedes all actions), it is clear that the idea for any terrorist act starts in the mind. Therefore, Buddhist

meditation practices, like Metta Bhavana (loving-kindness meditation), can effectively reduce aggressive thoughts.

When looking at extremism and "wrong views," the study found that terrorists often act based on rigid, selfish beliefs known as "Sakkaya Ditthi." The Buddhist counseling approach of "Vibhajjavada" (analytical thinking) can help break down these extremist ideas and make the mind more flexible.

Finally, regarding the social causes of violence, the Cakkavatti Sihanada Sutta explains how poverty and injustice create the pressure that leads to terrorism. The study concludes that by promoting mental contentment and a simple lifestyle, we can lead individuals away from crime and create lasting peace in society.

Discussion

Buddhist counseling is more than just a religious teaching; it is a practical psychotherapeutic process. To change the "hostile mindset" of an individual moving toward violence or terrorism, it is essential to understand the Buddhist concepts of Impermanence (Anicca) and the Law of Karma. During the rehabilitation of terrorists, using counseling techniques based on compassion and kindness can trigger a deep emotional transformation within them.

This approach is discussed here as a powerful method for reforming the mind at both a spiritual and psychological level going even deeper than Western methods like Cognitive Behavioral Therapy (CBT). Ultimately, Buddhist counseling aims to achieve not only a change in behavior but also long-lasting mental harmony and peace for the individual.

Recommendations

Based on this study, several key recommendations are proposed:

- **Rehabilitation Programs:** Implement "character development" programs based on Buddhist counseling to transform the mental attitudes of detained terrorist suspects.
- **Education System:** Include Buddhist moral values, such as empathy and tolerance for different views, in the school curriculum to prevent extremism from a young age.
- **Community Counseling:** Utilize the support of Buddhist counselors to ensure the mental well-being of people living in conflict-affected areas.
- **Social Justice:** In addition to mental health, government policies should address the economic and social inequalities that drive individuals toward crime.

These recommendations provide a balanced approach, both spiritually and socially, to help eliminate the roots of terrorism.

Conclusion

Even though terrorism appears as an external act of violence, its true beginning is within the human mind. This research confirms that Buddhist counseling can successfully reduce violence by creating a deep shift in a person's attitudes and way of thinking. The noble Buddhist principle that "hatred is never ceased by hatred, but by non-hatred alone" remains the most lasting and humane solution for overcoming modern terrorism.

Therefore, we should not rely on punishment alone. By using Buddhist counseling techniques to remove the hatred and extremism within the mind, we can achieve sustainable peace. Reforming the mind is the essential first step in preventing terrorism.

Keywords: *Analytical Thinking, Buddhist Counseling, Counter-Terrorism, Unwholesome Roots, Mental Rehabilitation.*

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Caregiver Burnout and Psychosocial Well-Being among Parents of Children with Neurodevelopmental Disorders in Sri Lanka and The Role of Professional Counseling

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Introduction

Raising a child with a neurodevelopmental disorder (NDD), such as Autism, ADHD, or Down Syndrome, is a life-altering experience that often leads to significant deterioration in parental mental health. In the Sri Lankan context, parents frequently serve as lifelong primary caregivers, navigating a demanding environment characterized by limited social support systems and high financial burdens from private therapies and specialized education.

While substantial scholarly attention has been directed toward the clinical trajectories of affected children, the psychosocial experiences of primary caregivers remain critically under-researched, particularly within South Asian developing-nation contexts (Gupta, 2007). In Sri Lanka, this gap is compounded by entrenched cultural stigmas, limited community-based mental health infrastructure, and a conspicuous absence of structured caregiver support.

This study directly addressed this gap by systematically investigating the psychosocial well-being of parents raising children with NDDs within in suburban Colombo, with particular emphasis on families from the Muslim communities in the region. The study pursued three primary objectives: (1) to measure clinical levels of psychological distress among caregivers using a standardized psychometric instrument; (2) to explore the socio-cultural and religious determinants of caregiver mental health in minority community contexts; and (3) to rigorously evaluate the efficacy of professional psychological counseling as a therapeutic and resilience building intervention.

Methodology

A mixed-methods research design was employed to provide complementary breadth and depth of understanding. A purposively selected sample of 50 primary caregivers, parents whose children held formal clinical diagnoses of NDDs within the Colombo-Gampaha suburban corridor participated in the quantitative phase. Psychological distress was assessed using the Depression, Anxiety, and Stress Scales (DASS-21), Descriptive statistical analysis was applied to calculate mean scores and severity distributions across the three sub-scales.

To complement the numerical data, seven semi-structured, in-depth case study interviews were conducted with purposively selected participants. These qualitative narratives captured lived experiences, cultural coping frameworks, and interpersonal dynamics that quantitative measures cannot adequately convey. Thematic analysis was subsequently applied to the

qualitative corpus to identify recurring patterns across domains including social stigma, financial pressure, cultural identity, and the lived impact of counseling interventions. Ethical protocols including written informed consent, strict confidentiality through pseudonymization, and psychological safety provisions were maintained throughout the research process.

Results and Findings

The DASS-21 data revealed alarmingly elevated psychological distress across the participant sample. 66% percent of caregivers recorded scores within the 'Severe' to 'Extremely Severe' stress categories, reflecting the chronic and unrelenting nature of the caregiving burden. Approximately 56% of participants displayed clinically significant anxiety levels, primarily rooted in persistent apprehensions regarding their child's long-term academic prospects and social integration. Additionally, 40% of participants scored within the 'Moderate to Severe' depression range, with narratives expressing profound hopelessness, loss of personal identity, and enforced social withdrawal.

A critical comparative sub-analysis demonstrated that parents who had attended a minimum of four to seven structured professional counseling sessions exhibited measurably lower scores across all three DASS-21 sub-scales compared to those who had received no formal psychological support. This difference was both statistically discernible and clinically meaningful. Thematic analysis of the case studies yielded four overarching themes: (i) social stigma and cultural shame as systemic barriers to professional help-seeking; (ii) severe financial burnout precipitated by the disproportionate cost burden of private therapeutic and educational services; (iii) role conflict, marital strain, and the 'Glass Child' phenomenon within affected family systems; and (iv) professional counseling as a transformative and, in specific documented instances, life-saving intervention.

Discussion

These findings are consistent with and substantively extend the existing international literature on caregiver burden (Hastings, 2002; Gupta, 2007). The Sri Lankan context, however, introduces unique and layered complexities: caregiver distress is not solely a clinical phenomenon but is profoundly mediated by socio-cultural dynamics. Within the Muslim communities studied, faith-based coping constructs including (patience and the theological framing of disability as divine testing operated as dual-edged variables: offering spiritual fortitude while concurrently inhibiting timely engagement with professional psychological services (Zaid and Rahim, 2020; Samadi and McConkey, 2018).

The competitive institutional culture of international schools further intensified caregiver distress, with parents reporting acute feelings of social inadequacy and 'academic failure' when their child could not meet normative developmental expectations. The documented therapeutic efficacy of professional counseling its capacity to enable cognitive restructuring, cultivate evidence-based coping strategies, and facilitate peer-mediated social support is consistent with the broader psychological literature. Crucially, this study extends existing evidence by

demonstrating that culturally sensitive therapeutic models integrating religious and community-specific values are essential for meaningful engagement and sustained treatment adherence within collectivist South Asian societies.

Recommendations

The following evidence-based recommendations are proposed: private schools and therapy centers should establish dedicated parent psychosocial support units staffed by qualified counselors to provide preventative and crisis intervention within accessible educational environments. Mental health practitioners are urged to adopt culturally informed therapeutic frameworks incorporating where contextually appropriate to enhance engagement with conservative minority communities. National policymakers should prioritize subsidized national caregiver support networks and legislate flexible workplace provisions, including caregiver leave, for parents of children with recognized disabilities. Future research should employ longitudinal designs and expand geographical scope to include rural, plantation, and government school communities across all provinces.

Conclusion

This research provides compelling empirical and qualitative evidence that parents of children with NDDs in Sri Lanka endure a severe, multidimensional psychosocial burden, shaped equally by clinical, cultural, and structural determinants. The study conclusively validates both its primary hypotheses: that caregivers experience significantly elevated psychological distress compared to the general parent population, and that professional counseling is a statistically and practically transformative intervention. A fundamental paradigm shift is urgently required from treating caregiver mental health as secondary to recognizing it as an indispensable pillar of effective child development and inclusive national mental health policy. Professional counseling must be institutionalized, made culturally accessible, and financially equitable so that every parent carrying this invisible burden can be empowered to transform their endurance into conscious resilience.

Keywords: *Neurodevelopmental Disorders, Psychosocial Well-Being, Professional Counseling, Caregiver Burden, Cultural Stigma*

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The Role of Social Support and Coping Strategies in Emotional Recovery after Divorce, among Employed Divorced Men and Women in Colombo District

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Introduction

Divorce ranks among the most challenging life events, triggering intense emotional turmoil such as anxiety, depression, isolation, and diminished mental health (Amato, 2010; Sbarra & Emery, 2005). While work offers financial security and social connections, employed individuals navigating divorce often struggle to manage job demands alongside the psychological fallout of a failed marriage. In urban areas like Colombo District in Sri Lanka, these issues are compounded by cultural norms, societal judgment, and scarce mental health resources, making post-divorce emotional healing a key psychological and community issue (Amarathunga & Wickramaarachchi, 2018).

Global research highlights how social support and effective coping mechanisms aid adjustment and build resilience after divorce (Kołodziej-Zaleska & Przybyła-Basista, 2016). Assistance from relatives, friends, coworkers, or new partners helps combat loneliness and foster emotional balance. Adaptive approaches like reframing positively, tackling problems head-on, embracing reality, and handling stress, promote better outcomes, while unhelpful ones such as avoidance, isolation, or substance reliance hinder progress (Carver et al., 1989; Luhmann et al., 2012). Yet, despite increasing worldwide focus on post-divorce mental health, few studies explore this in Sri Lanka, especially for working divorced men and women in Colombo.

Local research often treats divorce broadly or focuses mainly on women’s experiences, overlooking gender differences and the role of workplace dynamics in emotional recovery. This study therefore examined the impact of social support and coping strategies on emotional recovery following divorce among employed men and women in Colombo District. It assessed levels of recovery, examined how social support and coping strategies affected adjustment, and compared gender-based differences in emotional adaptation.

The main objective was to investigate how social support systems and the coping strategies adopted by divorced, employed individuals contribute to their emotional recovery. Specific objectives were to: assess levels of emotional recovery among employed divorced men and women; examine the relationship between social support and emotional recovery; identify coping strategies used by employed divorced men and women; determine the relationship between coping strategies and emotional recovery; and compare emotional recovery, social support, and coping strategies between divorced men and women. By focusing on employed individuals in Colombo District, the study aimed to clarify gender differences and identify

psychosocial factors that can inform workplace and community interventions to support post-divorce adjustment.

Methodology

This research employed a quantitative, cross-sectional, correlational design to investigate post-divorce emotional recovery in employed divorced men and women from Colombo District, Sri Lanka. The population targeted legally divorced people in full-time, part-time, or self-employment roles. Using purposive non-probability sampling, the study recruited 100 participants who satisfied the inclusion criteria.

Data were gathered from a structured, closed-ended online questionnaire shared via counselling networks and personal connections. It featured a 5-point Likert scale to assess emotional recovery, social support, adaptive coping, and maladaptive coping. Reliability analysis was conducted using Cronbach’s alpha, and all constructs demonstrated acceptable to excellent internal consistency ($\alpha = .781$ – $.981$). Social support dimensions covered family, friends, workplace colleagues, and a new life partner.

The study adhered rigorously to ethical standards, encompassing informed consent, participant confidentiality, anonymity, and voluntary involvement at every stage. This study drew its conceptual framework from Lazarus and Folkman's Stress and Coping Theory (Tremolada et al., 2016; Lazarus & Folkman, 1984) alongside Cohen and Wills' (1985) Buffering Hypothesis. Analysis occurred in SPSS, with descriptive statistics of frequencies, percentages, means, and standard deviations, summarizing demographics and variables. Pearson correlations tested variable relationships, multiple regression evaluated predictive influences, and independent t-tests checked for gender differences in recovery, coping, and support.

Results and findings

Participants showed moderate emotional recovery post-divorce overall, with the highest means in areas like personal development, boosted self-confidence, and optimism for the future. Social support correlated strongly and positively with recovery ($r = .504$, $p < .001$). Support from friends demonstrated the strongest positive correlation with emotional recovery ($r = .584$), then family support ($r = .444$), support from a new life partner ($r = .401$), and support from workplace ($r = .358$).

Adaptive coping likewise linked positively to recovery ($r = .576$, $p < .001$), with common strategies including future planning, positive reframing, physical activity, and acceptance. Maladaptive coping, however, showed a weak, non-significant tie ($r = .076$, $p = .450$).

Multiple regression analysis revealed that adaptive coping strategies emerged as a significant positive predictor of emotional recovery, whereas maladaptive coping strategies exerted a significant negative influence. Social support exhibited a positive association with emotional recovery, though this effect did not reach statistical significance. The overall regression model

accounted for 40.7% of the variance in emotional recovery ($R^2 = .407$). Furthermore, males demonstrated significantly higher levels of emotional recovery and coping efficacy than females.

Discussion

These results reinforced key psychological frameworks and prior studies on the role of social support and adaptive coping in emotional adaptation after divorce. The robust link between social support and recovery mirrored Cohen and Wills' Buffering Hypothesis, positing that social ties mitigate stress from major life disruptions. Friends and family emerged as especially vital, underscoring how close connections alleviate isolation and bolster post-divorce resilience.

The strong effect of adaptive coping echoed Lazarus and Folkman's Stress and Coping Theory, with tactics like planning, acceptance, positive reframing, and active pursuits aiding emotional balance and self-improvement. Although maladaptive coping showed a weak, non-significant bivariate correlation with emotional recovery, multivariate regression (controlling for adaptive coping and social support) indicated a significant negative effect, suggesting maladaptive strategies hinder recovery when considered alongside other psychosocial factors.

Results also capture Sri Lanka's cultural context, where divorce carries stigma amid urban growth and rising employment. Workplace support lagged behind personal networks, highlighting opportunities for better organizational policies. Gender gaps likely stemmed from societal norms, emotional norms, and added burdens on women, such as childcare. Limitations included purposive sampling, modest sample size, self-report biases, and the cross-sectional approach, which precludes tracking recovery longitudinally.

Conclusions

This research assessed social support and coping strategies' influence on post-divorce emotional recovery for employed men and women in Colombo District, Sri Lanka. Results showed recovery hinges heavily on social support access and adaptive coping adoption. Contributions from family, friends, colleagues, and new partners all aided adjustment, as do adaptive tactics like acceptance, forward planning, and optimistic reframing, which markedly improve mental health.

Maladaptive coping strategies may negatively influence long-term emotional recovery outcomes. Gender variations pointed to sociocultural factors shaping men's and women's recovery paths differently. In sum, the study adds essential data to Sri Lanka's sparse research on divorce outcomes, emphasizing psychological, relational, and professional supports to foster resilience and wellbeing in working divorced adults.

Recommendations

Results underscore the need to bolster social and mental health resources for working divorced people. Expand counselling via community groups, employers, and clinics to offer guidance and coping tools during recovery. Organizations should implement HR initiatives like on-site counselling, flexible schedules, and employee aid programs to support staff facing divorce-related stress. Launch public education campaigns to combat divorce stigma and foster empathetic family and community responses. Therapists should prioritize adaptive strategies of positive reframing, problem-solving, stress reduction, acceptance, while steering away from avoidance-based habits.

Future studies should use bigger, broader samples across Sri Lankan districts, longitudinal methods for tracking sustained recovery, and probes into other psychological, cultural, and job-related wellbeing factors.

Keywords: *Divorce, Emotional Recovery, Social Support, Coping Strategies, Employed Divorced Adults*

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An Exploratory Study on the Association Between Smartphone Addiction and Personality Disorder Traits Among Young Adults Aged 18 - 30 Years

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Introduction

The rapid growth of digital technology has transformed modern lifestyles, particularly among young adults. Smartphones have become essential tools for communication, education, entertainment, and social interaction. However, excessive smartphone use has emerged as a growing psychological and public health concern. Smartphone addiction, also known as problematic smartphone use or nomophobia, is characterized by compulsive device checking, emotional dependence, anxiety when separated from the device, and disruption of daily functioning (Kwon et al., 2013).

Young adults aged 18-30 years are particularly vulnerable due to ongoing identity development, academic pressures, and active social engagement. Previous studies have linked excessive smartphone use with psychological distress, sleep disturbances, impaired interpersonal functioning, and personality-related traits among young adults (Yang, Asbury and Griffiths, 2018; Andreassen, Pallesen and Griffiths, 2016).

Therefore, understanding the relationship between smartphone addiction and personality-related traits among young adults is important for promoting mental wellbeing and developing effective preventive interventions.

Objectives of the Study:

- To examine the level of smartphone addiction among young adults aged 18-30 years.
- To investigate the association between smartphone addiction and personality disorder traits among young adults.
- To identify the psychological, behavioral, social, and physical effects associated with excessive smartphone use.

Methodology

This study adopted a mixed-methods research design to examine the association between smartphone addiction and personality disorder traits among young adults aged 18-30 years in Colombo, Sri Lanka.

A total of 60 participants were selected using stratified random sampling based on age and gender. Participation was voluntary, and informed consent was obtained prior to data collection. Inclusion criteria included young adults aged 18-30 years who owned and regularly used a smartphone. Individuals with diagnosed severe psychiatric disorders or cognitive impairments that could affect participation were excluded from the study.

Quantitative data were collected using a demographic questionnaire, the Smartphone Addiction Scale-Short Version (SAS-SV), and the Personality Diagnostic Questionnaire-4+ (PDQ-4+), a DSM-IV-based screening instrument used to assess personality disorder traits rather than clinical diagnoses. Data were analyzed using descriptive statistics.

Additionally, 15 participants were purposively selected for semi-structured interviews to gain deeper insights into their experiences and perceptions regarding smartphone use. Qualitative data were analyzed using thematic analysis. Ethical principles, including confidentiality, anonymity, voluntary participation, and informed consent, were maintained throughout the study. Findings from both quantitative and qualitative components were integrated to provide a comprehensive interpretation of the results.

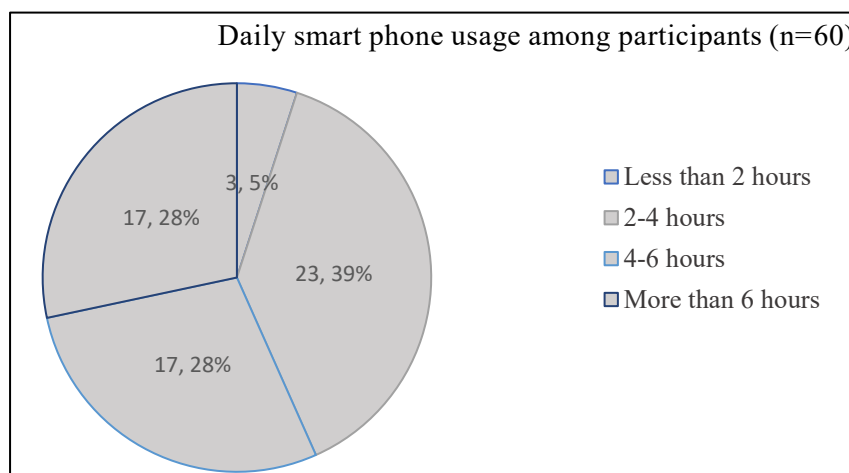
Results and Findings

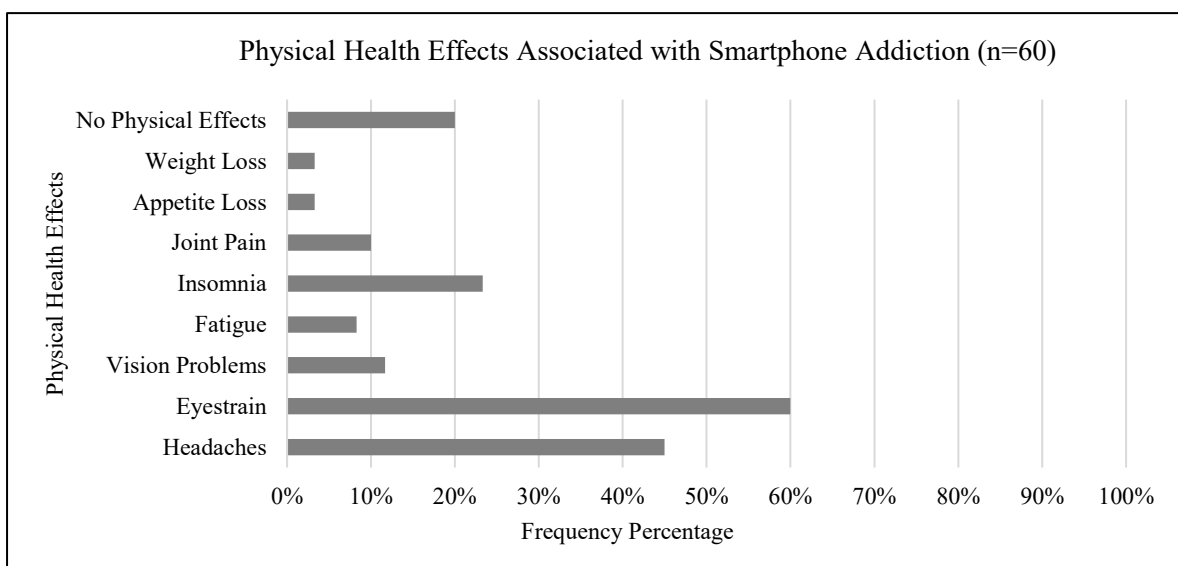
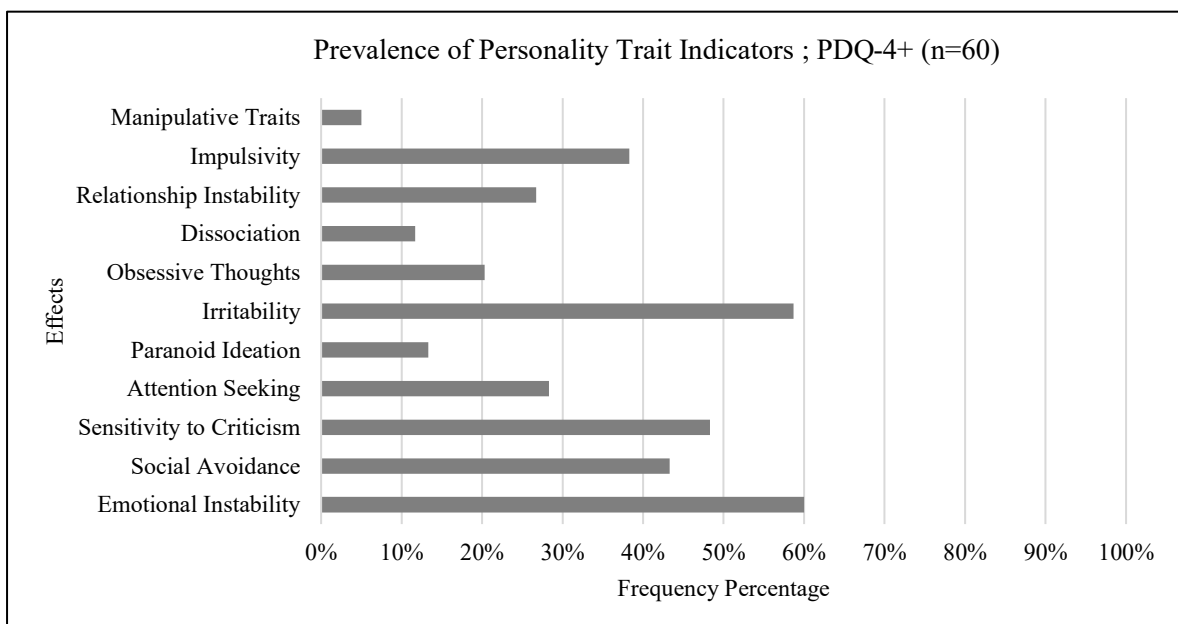
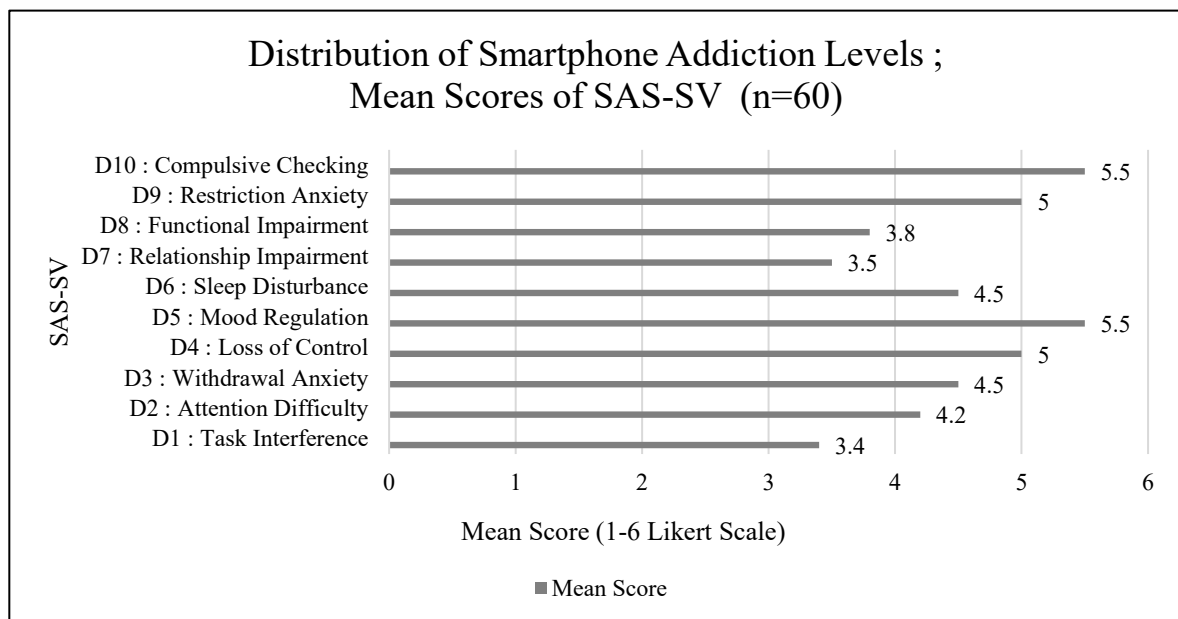
Findings indicated that excessive smartphone use was highly prevalent among young adults, with most participants reporting more than four hours of daily smartphone use. Smartphones were primarily used for social media, entertainment, communication, and academic purposes.

Results from the SAS-SV revealed elevated levels of problematic use, particularly compulsive checking, loss of control, mood regulation difficulties, restriction anxiety, and sleep disturbances. The PDQ-4+ findings revealed the presence of personality-related traits such as emotional instability, social avoidance, irritability, impulsivity, sensitivity to criticism, and obsessive thinking patterns, including features consistent with borderline, narcissistic, dependent, and avoidant tendencies. Participants also reported physical health concerns, including headaches, eye strain, fatigue, sleep deprivation, and general visual discomfort.

Qualitative findings further revealed negative impacts on academic performance, productivity, concentration, interpersonal relationships, and face-to-face social interaction, along with difficulties maintaining a balanced online and offline lifestyle.

Overall, the findings indicate that problematic smartphone use is linked to psychological, behavioral, social, academic, and physical challenges among young adults.





Discussion

The findings are consistent with previous research indicating significant associations between problematic smartphone use and adverse psychological outcomes among young adults (Elhai et al., 2016; Billieux et al., 2015; Yang, Asbury and Griffiths, 2018). Participants reporting problematic smartphone use also reported emotional instability, anxiety, and impaired social functioning. The results further suggest a possible association between problematic smartphone use and personality-related tendencies, including traits resembling borderline and narcissistic features, although these findings should be interpreted cautiously given the self-reported nature of the data. Overall, the findings indicate that excessive smartphone use may be linked to difficulties in emotional regulation, interpersonal functioning, and self-perception. However, the relatively small sample size, geographically limited study area, and reliance on self-reported data may limit the generalizability of the findings.

Recommendations

Educational institutions and mental health professionals should promote responsible smartphone use through digital wellbeing programs, early screening, and targeted interventions. Future research should involve larger and more diverse samples and adopt longitudinal designs to further examine the relationship between smartphone addiction and personality-related traits.

Conclusion

This study explored the association between smartphone addiction and personality disorder traits among young adults aged 18-30 years. The findings indicate that problematic smartphone use is prevalent among young adults and is associated with a range of psychological, behavioral, social, academic, and physical challenges. Higher levels of smartphone addiction were linked with emotional instability, social avoidance, impulsivity, sensitivity to criticism, and obsessive thinking patterns, suggesting possible associations with personality-related traits. Participants also reported adverse effects on sleep, academic performance, productivity, interpersonal relationships, and overall wellbeing. These findings highlight the psychological and behavioral effects of problematic smartphone use and the importance of promoting digital wellbeing and early intervention. However, the findings should be interpreted with caution due to several limitations, including the relatively small sample size, the restriction of the study to the Colombo District, and the reliance on self-reported measures, which may introduce response bias and limit the generalizability of the results. Future studies involving larger and more diverse populations, together with longitudinal research designs, are recommended to further examine the long-term relationship between smartphone addiction and personality-related outcomes.

Keywords: *Smartphone Addiction, Personality Disorder Traits, Young Adults, Mental Health, Mixed Methods*

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An Exploratory Study on the Role of Dance Movement Therapy in Managing Hyperactivity among Children with Attention Deficit/Hyperactivity Disorder

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Introduction

Attention-deficit/hyperactivity disorder (ADHD) is a commonly identified developmental condition in childhood. It is mainly characterized by persistent difficulties in sustaining attention, excessive motor activity, impulsive responses, and challenges in behavioral regulation. According to the DSM-5, children with ADHD may experience difficulty maintaining attention on a single task for an extended period and may demonstrate high levels of physical movement and poorly regulated behavior. These characteristics can negatively influence academic performance, classroom behavior, peer relationships, and emotional stability.

Although conventional interventions such as medication and behavior-management programs are widely used, they may not be equally effective for all children and may sometimes restrict the child’s natural expression of emotions and bodily energy. Therefore, alternative and creative therapeutic approaches that integrate the body and mind have become increasingly important. Dance movement therapy (DMT) is one such approach, as it uses body movement, rhythm, imitation, group interaction, and creative expression to support behavioral control, attention, self-regulation, and social development. The objective of this study was to explore the role of dance movement therapy in managing hyperactive behavior among children with ADHD and special educational needs.

Methodology

This study employed a qualitative exploratory research design. The sample consisted of ten children between 8 and 10 years of age who had been identified as having hyperactivity-related behavioral and attention difficulties. The children were selected from a special educational needs background based on observed difficulties in attention, self-control, classroom behavior, and social interaction.

The intervention was implemented over a period of six months. Dance movement therapy sessions were conducted several times per week and included rhythmic movement, use of body space, group movement activities, imitation-based exercises, and creative movement practices. Data were collected through observation, field notes, teacher and parent interviews, and behavior-based records. Pre- and post-intervention observations were used to compare changes in the children’s behavior. The key areas of focus were hyperactive behavior, attention control, self-regulation, social behavior, and physical movement control.

Results and Findings

The findings indicate that dance movement therapy had a positive influence on the children’s behavioral regulation and attention-related skills. First, a visible reduction in hyperactive behavior was observed. During the sessions, the children gradually learned to control their body movements within structured activities. Second, their ability to sustain attention improved, as they were able to follow instructions and participate in activities for longer periods. Third, improvements were observed in self-control, with a reduction in impulsive behaviors and an increase in organized responses.

The study also found improvements in social behavior. Through group movement activities, the children were able to work with peers, communicate more effectively, and participate cooperatively. These outcomes suggest that dance movement therapy may help children channel their physical energy in a constructive manner while supporting behavioral management and social participation.

Area	Pre-Intervention Status	Post-Intervention Status	Change
Hyperactive behavior	Very high	Moderate	Reduced
Attention control	Low	Moderate	Improved
Self-control	Very low	Moderate	Improved
Social behavior	Poor	Good	Developed
Task completion	Low	Increased	Improved

Discussion

The results of the study suggest that dance movement therapy can function as a creative and body-based intervention for children with ADHD. The findings are consistent with theoretical perspectives that emphasize the connection between body movement, emotional regulation, attention, and social communication. Since children with ADHD often experience difficulty in regulating movement and impulsive responses, structured movement activities may provide a therapeutic pathway for organizing bodily energy and improving behavioral awareness.

The findings also support the value of non-verbal and experiential approaches in special education. Unlike purely verbal interventions, dance movement therapy allows children to express emotions, practice self-control, and develop social connection through movement. However, the study was limited by its small sample size and qualitative design. Therefore, the findings should be understood as exploratory and should be further examined through larger-scale and longer-term research.

Recommendations

- a) Introduce dance movement therapy as a structured creative therapeutic program within school-based special education settings.
- b) Develop creative therapeutic methods specifically designed for children with special educational needs and attention-related difficulties.
- c) Organize training programs for teachers and parents on the appropriate use of movement-based therapeutic activities.
- d) Conduct long-term research to examine the sustained impact of dance movement therapy on children with ADHD.
- e) Investigate the applicability of dance movement therapy across different age groups and different categories of special educational needs.

Conclusion

This study concludes that dance movement therapy is a useful and effective complementary approach for managing hyperactive behavior, improving attention, and enhancing social skills among children with ADHD. By integrating body and mind, DMT supports self-regulation, organized behavior, emotional expression, and cooperative participation. Therefore, dance movement therapy can be considered an innovative and practical intervention within special needs education and creative therapeutic practice.

Keywords: *Dance Movement Therapy, Attention-Deficit/Hyperactivity Disorder, Self-Regulation, Special Needs Education, Hyperactivity*

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ICT Competency and Teaching Self-Efficacy among ICT Internship Teacher Trainees

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Introduction

In the present education system, the integration of Information and Communication Technology (ICT) in the teaching and learning process has become a fundamental requirement. ICT teacher trainees are expected to possess both technical skills and teaching abilities during their internship period. Teaching self-efficacy, which refers to confidence in teaching, is important for successful classroom practice. Previous studies suggest that higher levels of ICT competency positively influence teaching self-efficacy and improve teaching performance.

However, within National Colleges of Education (NCoEs) in Sri Lanka, limited research has been conducted on how ICT competency affects teaching self-efficacy among ICT internship teacher trainees. Although many trainees possess theoretical ICT knowledge, they experience difficulties when applying ICT in real classroom situations, particularly in classroom management and ICT laboratory sessions. Since Ruwanpura National College of Education (RNCoE) is one of the key institutions for training pre-service ICT teachers, ICT internship teacher trainees of the institution were selected as the population of this study.

The aim of this study was to examine the relationship between ICT competency and teaching self-efficacy among ICT internship teacher trainees at RNCoE. Specifically, the study aimed to identify the levels of ICT competency and teaching self-efficacy, and determine whether ICT competency significantly influences teaching self-efficacy.

Methodology

This study adopted a quantitative research design using a cross-sectional survey approach. The population consisted of 235 ICT internship teacher trainees at RNCoE, and 150 trainees were selected through simple random sampling.

Data were collected using a structured questionnaire consisting of two sections. The first section measured ICT competency in four areas as basic computer skills, software usage, internet usage and the use of ICT in teaching. The second section measured teaching self-efficacy in classroom management, instructional strategies and student engagement using a five-point Likert scale.

Data were analyzed using SPSS software through descriptive statistics, Pearson correlation analysis, and regression analysis.

Results and Findings

The findings revealed that ICT internship teacher trainees possessed a high level of ICT competency ($M = 3.89$, $SD = 0.54$). Higher competency was observed in basic computer operations and software usage, while lower competency was identified in the pedagogical use of ICT. Teaching self-efficacy was moderately high ($M = 3.76$, $SD = 0.61$). Trainees demonstrated greater confidence in instructional strategies, while lower confidence was reported in managing ICT laboratory environments.

Pearson correlation analysis indicated a strong positive relationship between ICT competency and teaching self-efficacy ($r = 0.68$, $p < 0.01$). Regression analysis further revealed that ICT competency significantly predicts teaching self-efficacy ($\beta = 0.65$, $p < 0.01$), explaining approximately 42% of the variance in teaching self-efficacy. This indicates that ICT competency substantially contributes to improving teaching confidence among ICT internship teacher trainees.

Overall, the findings confirm that ICT competency plays an important role in enhancing teaching self-efficacy among ICT internship teacher trainees at Ruwanpura National College of Education.

Discussion

The findings support previous studies that emphasize the importance of ICT competency in developing teaching self-efficacy. The strong positive relationship identified in this study suggests that ICT competency contributes not only to technical development but also to greater confidence in teaching practices among teacher trainees.

However, the findings also revealed a gap between technical ICT skills and pedagogical ICT integration. Although trainees demonstrated competency in basic ICT operations, they faced challenges when integrating ICT effectively into classroom teaching and managing ICT laboratory environments. This may be due to limited practical classroom experience and insufficient pedagogical ICT training during the internship period. These findings highlight the importance of strengthening pedagogy-focused ICT training within teacher education programs.

In addition, the comparatively lower confidence reported in classroom and ICT laboratory management indicates that practical teaching challenges influence teaching self-efficacy. Similar findings have been reported in previous studies, which emphasize the importance of practical teaching experience in improving teacher confidence.

Recommendations

Based on the findings, teacher training programs should place greater emphasis on the pedagogical integration of ICT rather than focusing mainly on technical ICT skills. More hands-on training sessions and simulated teaching environments should also be introduced to improve trainee confidence in classroom practice. In addition, mentoring and supervision

during the internship period should be strengthened to support trainees in real classroom situations.

Conclusion

This study found that ICT competency has a significant positive influence on teaching self-efficacy among ICT internship teacher trainees at Ruwanpura National College of Education. Trainees with higher levels of ICT competency demonstrated greater confidence in their teaching abilities, particularly in instructional strategies and student engagement.

However, the study also identified a gap between ICT competency and pedagogical application, highlighting the need for improved training approaches that effectively integrate both technical and pedagogical aspects of ICT. The findings provide valuable insights for teacher education institutions, policymakers and educators in enhancing the quality of ICT teacher training programs.

Keywords: *ICT Competency, Teaching Self-Efficacy, Teacher Trainees, ICT Education, Internship Training*

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From Theory to Practice: Challenges in Implementing Communicative Language Teaching in English as a Second Language Classrooms in Rural Sri Lanka

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Introduction

Language learning serves as a fundamental tool for social interaction, shaping an individual's personality, opportunities, and place within society. In the Sri Lankan educational context, English carries the status of second language and has long become a marker of social mobility and professional advancement. Despite the initiatives taken in curriculum reform or policy intervention aimed at improving the teaching and learning process of the English language, the outcomes at national examination level remain deeply concerning. This highlights the realities of the persistent inadequacies within the English language teaching system.

The Communicative Language Teaching (CLT) approach, introduced globally during the 1970s, has been widely endorsed as an effective, learner-centered methodology that prioritizes communicative competence over memorization and grammatical drilling that prevails even today (Krashen, 2009). CLT aligns well with the theoretical underpinnings of Stephen Krashen's language acquisition theory, which emphasizes that language is acquired most effectively when learners are exposed to meaningful and authentic communicative contexts. The Sri Lankan national English curriculum, including the Grade 9 Teacher's Guide (2018), explicitly identifies communicative competence as a core learning objective. However, evidence strongly suggests that the practical implementation of this approach remains unsuccessful.

This study was therefore undertaken to systematically investigate the factors that hinder the effective implementation of the CLT approach in teaching English as a second language, with specific focus on teachers, students and parents related to Grade 9 classrooms of two selected schools in the Kuliapitiya Zone.

Methodology

A mixed-method research design was adopted, integrating both quantitative and qualitative approaches to ensure a comprehensive understanding of the factors at play. Two 1C-category provincial schools from the Dahanekgedara Division were purposively selected for the study, identified as School A and School B. The sample comprised six English teachers, fifteen Grade 9 students (out of a planned twenty), and eleven parents (out of a planned twenty).

Data were collected through three separate structured questionnaires administered via Google Forms, each tailored to the respective participant group; teachers, students, and parents.

Supplementary qualitative data were gathered through unstructured telephone interviews with teachers and informal conversations with students and parents. The study pursued three primary objectives:

- a) To examine the present usage of the CLT approach in Sri Lankan classrooms
- b) To determine the attitudes of teachers, students, and parents toward the CLT approach
- c) To investigate the specific problems encountered when practicing CLT in Grade 9 classrooms.

Results and Findings

Teacher-Related Factors: A significant majority of teachers demonstrated adequate theoretical knowledge of the CLT approach, understood its student-centered philosophy and its capacity to facilitate unconscious language acquisition. However, this theoretical understanding did not translate into consistent classroom practice. However, the teachers reported that CLT was time-consuming, particularly given the diverse proficiency levels among students. Moreover, they commented that reliance on drilling, repetition, and memorization — methods fundamentally at odds with CLT principles. A lack of institutional resources, including the absence of language laboratories and audio-visual equipment in both schools, further constrained implementation. Teachers also cited insufficient time to design creative lesson materials and expressed dissatisfaction with teacher training programs, which they felt inadequately equipped them to practice CLT effectively. Most of the teachers acknowledged pressure from both parents and students to prioritize syllabus coverage and examination preparation over communicative practice.

Student-Related Factors: Students demonstrated a notably positive disposition toward learning English through communication. All student respondents expressed a desire to converse in English with peers, and indicated that their classmates helped them with English work, reflecting enthusiasm for collaborative, communicative activities. Students also reported receiving encouragement from home to improve communicative skills. However, students noted that teachers rarely created opportunities for spoken English in the classroom and frequently relied solely on the textbook. All respondents agreed that passing the examination was a primary motivation for learning English, which indirectly undermined the value they placed on communicative skills development.

Parental Factors: Most parents held a positive yet largely instrumental view of English, seeing it chiefly as a vehicle for employment and academic advancement as they prioritized examination performance and syllabus completion over communicative competence.

Discussion

The study highlights the reports of the previous studies showing that the teachers depended on texts books-based classroom without exploring new lesson material which are authentic. This also highlights the importance of teacher training which supports teachers to inculcate CLT in the classrooms. The findings indicate that although teachers understand CLT, its

implementation is hindered by examination pressure, limited resources, inadequate training, and lack of motivation. Students receive few opportunities for communicative practice despite their enthusiasm to improve oral skills. Parents are supportive, but limited teacher-parent interaction and an exam-oriented system reduce CLT effectiveness.

Recommendations and Conclusions

The study recommends that relevant educational authorities invest in structured teacher development programs that provide practical CLT training, access to authentic and creative lesson materials, and strategies for managing mixed-proficiency classrooms. The introduction of oral assessment components at the O/L examination level would be a transformative policy step in aligning the assessment system with communicative learning goals. Furthermore, strengthening teacher-parent partnerships and raising parental awareness about the long-term benefits of communicative competence would be beneficial to create a better work force in the future. The study concluded that a confluence of teacher-related, student-related, parental, institutional, and systemic factors collectively obstruct the implementation of CLT in Grade 9 English classrooms. Key barriers include examination-driven curricula, insufficient teaching resources, overcrowded classrooms, inadequate teacher training, and low student independence in learning. Crucially, the willingness of students to engage communicatively represents an underutilized asset that, if properly channeled, could significantly support CLT implementation.

Keywords: *Communicative Language Teaching (CLT), English as a Second Language (ESL), Learner Attitudes, Teacher Attitudes, Parental Influence.*

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Exploring Tertiary-Level ESL Learners’ Speaking Anxiety in Flipped Learning Classrooms: A Qualitative Study in a Sri Lankan University Context

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Introduction

One of the most common challenges faced by the tertiary level English as a second language (ESL) learners in an ESL classroom is speaking anxiety (Ahmad et al., 2024). The majority of the ESL learners experience nervousness, fear of making mistakes, lack of confidence, and anxiety when practicing and engaging in speaking activities. As a result, the ESL learners are hesitant to speak in English. Moreover, such emotional barriers hinder student participation and negatively affect the language learning outcome of the students (Ahmad et al., 2024). However, in tertiary level education, speaking anxiety becomes more significant because students are expected to communicate actively in presentations, discussions, and collaborative academic tasks.

With the advancement of technology, teachers need to have a proper knowledge of pedagogy (Colombage & Abeywickrama, 2025). Thus, flipped learning pedagogy has emerged as an innovative instructional method in language education, shifting the classroom from a teacher-centered approach to learner-centered participation (Cabi, 2018). Flipped learning has been recognized for improving learner engagement, preparation, and active participation. However, learners feel differently about the flipped classrooms based on their competence and confidence. Though the flipped classroom has gained increasing attention in tertiary-level ESL education, limited qualitative studies have explored how learners personally experience speaking anxiety in flipped classroom environments, particularly in Sri Lankan university contexts (Jayawardena, 2023). Therefore, this study aimed to explore tertiary-level ESL Learners’ experiences of speaking anxiety in flipped learning classrooms within the Sri Lankan university context, while meeting the main objective of the study: to investigate tertiary-level ESL learners’ experiences and perceptions of speaking anxiety in flipped learning classrooms within a Sri Lankan university context.

Methodology

A qualitative research approach was used to explore tertiary-level ESL learners’ speaking anxiety in a flipped-learning classroom. A narrative inquiry was used as the study focuses on learners’ personal experiences, emotions, and perceptions related to speaking anxiety in a flipped classroom. Ten undergraduate students were purposively selected, ensuring they had direct experience with flipped learning activities and making them ideal participants (Tajik et al., 2024).

A semi-structured interview, reflective journals, and classroom observations were used to collect data, and the interviews were conducted individually to gather data from the undergraduates regarding the challenges they face, the feelings they have regarding the flipped learning classroom, and also to learn their perspectives on it. The emotional experiences were collected through the reflexive journals, and the classroom observations helped in understanding the participation patterns, interaction behaviors, and visible signs of anxiety during speaking activities. To ensure the trustworthiness of the study, credibility was enhanced through data triangulation, using multiple sources of data to verify the accuracy of interpretation. Data were analyzed using Thematic Analysis using manual coding techniques, and the study was guided by three theoretical perspectives: Affective Filter Hypothesis by Stephan Krashen (Krashen, 1982), Foreign Language Anxiety Theory by Elaine Horwitz (Horwitz et al., 1986), and Social Constructivist Theory by Lev Vygotsky (Vygotsky, 1978).

Results and Findings

The findings revealed that flipped learning pedagogy had both positive and negative influences on tertiary-level ESL learners’ speaking anxiety. Most participants reported that pre-class learning materials increased their preparedness and confidence during speaking activities. Collaborative activities such as pair work and group discussions also helped reduce anxiety by creating supportive learning environments that encouraged participation. However, some learners continued to experience speaking anxiety due to fear of negative evaluation, concerns about making mistakes, and being judged by peers or teachers. In addition, technological challenges and the responsibility of completing pre-class preparation tasks were identified as sources of stress for some participants. Overall, the findings suggest that while flipped learning can enhance confidence and participation, it does not eliminate speaking anxiety among ESL learners.

Discussion

The findings suggest that flipped learning pedagogy can reduce speaking anxiety by increasing learner preparation and promoting active classroom participation. According to the interviews, it was said by participants 2, 3, 7, and 9 that flipped learning pedagogy positively influences the ESL Learners’ speaking confidence by reducing uncertainty. According to the interviews, it was revealed that pre-class learning materials helped them feel more prepared and confident. Especially the prior preparation allowed them to organize ideas before classroom discussions, reducing speaking anxiety. Furthermore, some participants, such as participants 1, 2, 5, and 10, mentioned that this pedagogy increases the opportunities they have to practice speaking during class. These findings support Stephen Krashen’s Affective Filter Hypothesis, which emphasizes that lower anxiety facilitates language acquisition and communication.

Moreover, the study implies the importance of collaborative interaction in reducing speaking anxiety. According to Vygotsky’s Social Constructive theory, people learn through interactions. Here, the ESL learners get the chance to learn through group work and pair work while working in a supportive environment, aligning with Vygotsky’s theory. Learners felt more comfortable

speaking with peers in smaller groups compared to the whole-class speaking situations. Participants noted that supportive peer interaction created a less stressful environment and encouraged participation.

However, it was visible that flipped learning does not completely eliminate speaking anxiety. According to the participants 1,3, and 6, the fear of negative evaluation remained a major challenge among the learners, supporting Elaine Horwitz’s foreign language anxiety theory. The ESL learners continued to fear criticism, mistakes, and embarrassment during speaking tasks. The learners experience anxiety due to the fear of making mistakes and being judged by their classmates, and they expressed concerns about pronunciation, grammatical accuracy, and embarrassment during activities. Observation data showed that some learners avoided eye contact, spoke softly, or remained silent during formal speaking tasks.

Furthermore, these flipped learning environments promoted learner autonomy during the lessons. It was revealed that some participants experienced stress due to technological limitations and preparation demands. Therefore, the flipped classroom may not benefit all learners equally unless adequate support systems are provided. Overall, the findings indicate that flipped learning creates opportunities for more engaging and learner-centered ESL speaking environments, but emotional and technological challenges must be considered.

Recommendations

This study has implications for ESL teachers, educational institutes, teacher trainers, curriculum developers, and future researchers. The ESL teachers can incorporate low-pressure speaking activities for the students, as the students hesitate to talk due to anxiety, and also, the students can be given guidance when they struggle with independent learning. Moreover, the teacher trainers and the educational institutes can facilitate teachers in teacher training programs to be knowledgeable on flipped learning methodologies. Future researchers can conduct qualitative or mixed-method approach research, allocating more participants, and they can also compare the common traditional classroom with the flipped classroom. This study was conducted within a limited time duration and focused only on students’ perspectives. Future studies can explore the ESL teachers’ perspective on speaking anxiety in flipped learning environments.

Conclusion

The present study explored tertiary-level ESL learners’ experience of speaking anxiety in a flipped learning classroom within a Sri Lankan University Context. According to the findings, it was proven that the flipped classroom reduces the speaking anxiety of the learners by increasing learner participation in the classroom. Additionally, it increases the learner preparation and peer interaction, encouraging student engagement in the classroom. However, some students demonstrated fear of evaluation during the flipped classroom and the digital divide. Preparation pressure continued to affect some learners during the lesson.

The study concludes that the flipped learning pedagogy has the potential to create more supportive and interactive ESL speaking environments when implemented with supportive and interactive learning environments. It is also recommended to give an adequate time to the learners to be prepared, as the impromptu flipped classroom activities showed an increase in the speaking anxiety levels. Understanding the learners’ emotional experience is essential in designing effective language learning environments that promote confidence, participation, and meaningful communication.

Keywords: *ESL Learners, Flipped Learning Classroom, Speaking Anxiety, Teaching Pedagogy, Tertiary Level*

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Investigating Task Base Learning and Advanced Level Students Interests in Learning English in Colombo District

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Introduction

Learning English as a second language required an affective factor such as engagement and motivation which are considered as major elements in success of acquiring English language. Unfortunately, in Sri Lanka, students are not showing enough interest in learning English (Jayawardena*, 2024) . This factor has become a problem, because English language is necessary for their higher academic purposes. It is a fact that the current methodology of teaching English is to be implemented (Aslam, 2003) and there is a need of trying approaches. Task–Based learning approach has become successful in many countries. This approach, students do takes that are meaningful and use the English Language.

Task based learning is a way to make students more motivated. It is important to search whether the Task Base Learning is being used in advance level classes in Sri Lanka. According to research by M T N Wijethunge, for over a decade ordinary and advanced level students English speaking skills stand at a marginal level (Wijethunge, 2024). Hence, it is important to focus on knowing whether task base learning can make increase students interests in learning English. This study will be focused to investigate if task-based learning can make advanced level students more interested in English. it is important to search the interest of advance level students in English and their participation level in the English learning class.

Methodology

This study will use a survey to collect data from teachers and student. The researcher has used two questionnaires. One for teachers and one for students. The teacher’s questionnaire will ask about how often and how well task-based learning is used. the student’s questionnaire asks about students’ interest in learning English and which extend that the participate in class. Statistics are being used to analyze the date and see if there is a relationship between task base learning and students’ interests.

The research has been collected data from about 300 advanced level students from 06 schools in Colombo District. Both government and private schools included for the research. The questionnaire links have been shared using WhatsApp and 10 teachers’ responses have been received which were all English teachers.

Results and findings

Data from 300 advance level students of 6 schools and 10 teachers revealed moderate task base learning implementation in Colombo District (mean = 3.1/5) private schools showed higher task-based learning use (3.5/5) than government schools (2.7/5) and trained teachers performed better (3.7/5) than untrained teachers (2.6/5) students reported moderate situational interest (3.4/5) individual interest (2.9/5) and behavioral engagement (3.2/5) students who are in classes and have more motivated. Task based learning had work better in some schools than in others due to the context in which they had used.

Since the results support all hypotheses, this would confirm task base learning as a viable strategy for enhancing advance level students’ English interest and engagement in Colombo District.

Discussion

The expected results and findings set with task base learning research demonstrating that means student centered tasks increase motivation and participation. Situational interest anticipated stronger relationship with task base learners suggest that task base lessons create immediate engagement which may gradually develop into individual interest over time.

The study importance connects with its direct measurement of teacher reported task-based learning implementation paired with student reported interest and engagement avoiding self-report bias on the independence variable which is task-based learning simply by how often teachers use it. (frequency) and how well they do it (quality) however, limitations include no casual interference reliance on self-reported measures and single district scope. The qualitative data reveals why some teachers implement task base learning more effectively. The findings may inform Sri Lanka's English curriculum communicative approaches and supports evidence on effective implementation.

Recommendation

Based on expected findings, the following practical recommendation can be emerged.

First, teacher training programs should include task base learning methodology workshops. Focusing on task designs and feedback teaching. Teachers without task base learning would benefit most. Secondly, some collaborative tasks, planning and provide resources for authentic materials should be allocated by the time, schools with lower task base quality scores may need targeted support.

Third, integrating task base learning implemented metrics into teacher’s performance evaluation and curriculum monitoring encouraging consistence use across Colombo and other districts should be done by the department of education.

Future studies should employ longitudinal designs to track whether situational interest develops in to individual interest over time and mix method approaches to understand teachers’ task base learner’s implementation challenges to be done by the future researchers.

Conclusion

This study investigates the relationship between task-based learning frequency, quality and advanced level students situated interest, individual interest and behavioral engagement in English with in Colombo district in the quantitative and qualitative cross. Sectional survey design, using teacher and student’s questionnaire provides a straight forward approach to addressing the research problem. Expected results supported the all three hypotheses indicating that higher task base learning implementation correlates with higher students’ interest and engagement. The findings contribute evidence to Sri Lankan English education research and offer actionable recommendation for teacher training school policy and advance level curriculum reform. Finally, promoting effective task base learning implementation may enhance advance level student’s motivation and participation in English supporting their academic and professional success.

Keywords: *Task Base Learning, Advance Level, English Interest, Behavioral Engagement, Colombo District*

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Undergraduates' Awareness of School Curriculum Reforms and the Urgent Need for Syllabus Change in Sri Lanka in 2026-2027

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Introduction

Curriculum reform is a central mechanism to ensure the relevance, quality, and inclusivity of education. In Sri Lanka, school syllabi are traditionally revised approximately once every eight years to reflect advances in knowledge, pedagogical practices, and the diverse learning needs of students. The last comprehensive revision occurred in 2015. Since then, multiple disruptions including frequent government changes, the COVID-19 pandemic, the Ditwa cyclone, environmental challenges, shortages of paper, printing delays, and economic fluctuations have prevented timely implementation of the national syllabus reforms. These delays have created inconsistencies in teaching and learning across Grades 1, 6, and 10, which are critical transition points in a student’s academic trajectory.

While the necessity of these reforms is widely discussed at policy levels, a significant research gap exists regarding how these macro-level delays are perceived by key student stakeholders. Undergraduates, who are both the immediate products of this legacy school curriculum and prospective educators or policy stakeholders, offer a critical reflective lens on the system's efficacy. Understanding their awareness and perceptions is essential to identify how staggered implementations fracture learning continuity and to justify the urgency of the impending 2026-2027 changes.

The primary objective of this study is to examine undergraduates’ awareness of school curriculum reforms in Sri Lanka and explore their perceptions regarding the urgent need for syllabus changes in 2026-2027. The study specifically investigates: awareness of previous reforms, knowledge of the eight-year revision cycle, perceptions of the necessity of reforms for Grades 1, 6, and 10, the inclusivity of the current curriculum for diverse learning styles, and perspectives on aligning the national syllabus with international standards. Understanding these perceptions provides insight into how delays and partial implementation affect learner outcomes and educational equity.

Methodology

This study adopted a convergent parallel mixed-methods research design to effectively capture both broad trends and deep insights regarding student perceptions. The study sampled 50 undergraduate students, selected via convenience sampling method.

Data collection included structured surveys to assess awareness of the 2015 syllabus reforms and semi-structured interviews to explore students' experiences and reflections on the current

curriculum. The interviews focused on gaps caused by staggered implementation, the impact on learning continuity, and perceptions of inclusivity for kinesthetic and experiential learners.

Quantitative data from the structured surveys were analyzed using descriptive statistics to identify baseline levels of student awareness. Qualitative data from the semi-structured interviews were analyzed using thematic analysis to identify major themes, patterns in student awareness, opinions on curriculum changes, and attitudes toward the proposed alignment with international curricula.

Results and Findings

Findings revealed that many undergraduates are unaware of the eight-year syllabus revision cycle, yet there is broad consensus on the necessity for urgent reforms. Students reported that the current system prioritizes memorization and examination success at the expense of experiential learning, creativity, and critical thinking. Kinesthetic learners, in particular, face disadvantages as the curriculum does not accommodate practical or hands-on learning styles.

Economic and resource-related constraints including inflation, logistical difficulties in textbook printing, and budgetary limits have further delayed reforms. The staggered implementation, with full Grade 1 syllabus reforms in 2026 and Grade 6 scheduled for the following year, exacerbates knowledge gaps and creates inconsistency in teaching. Students emphasized the importance of standardized teacher training, learner-centered pedagogy, and updated evaluation methods aligned with the new curriculum. Additionally, aligning the syllabus with international standards may enhance global competitiveness but requires careful planning to maintain local relevance.

Discussion

The fragmented approach to curriculum reform reduces effectiveness and perpetuates inequities. The study highlights the need for a coordinated implementation across Grades 1, 6, and 10, ensuring continuity in learning and smoother transitions between primary, secondary, and upper-secondary education.

Learner-centered education is essential to accommodate multiple learning styles, including kinesthetic, visual, and experiential learners. Standardized training for all teachers in one centralized program can ensure uniform teaching methods and reduce disparities caused by individual teacher perspectives. Testing and evaluation strategies must also evolve from rote memorization to formative, project-based, and competency-focused assessments, reflecting a more holistic understanding of student capabilities.

Furthermore, aligning the Sri Lankan curriculum with international standards may improve global compatibility, enhance student mobility, and provide broader educational opportunities. However, careful policy planning and stakeholder engagement, including feedback from students, teachers, and policymakers, are critical to ensure that reforms are both practical and inclusive.

Recommendations

These are the recommendations of the research. A coordinated and inclusive approach is essential for effective curriculum reform in Sri Lanka. Curriculum updates for Grades 1, 6, and 10 should be synchronized to ensure continuity. Emphasis should be placed on learner-centered pedagogy, supported by centralized teacher training to promote equitable practices. Evaluation methods should be aligned with the revised syllabus, focusing on competency-based assessment rather than rote learning. Additionally, contingency planning and active stakeholder engagement are necessary to enhance the effectiveness and sustainability of reforms, while aligning the curriculum with global standards and maintaining local relevance.

Conclusion

Sri Lanka’s school syllabus is overdue for coordinated and comprehensive reform. The full Grade 1 syllabus is being implemented in 2026, with Grade 6 scheduled for the following year. Undergraduate students largely remain unaware of the traditional eight-year revision cycle but recognize the urgent need for reform. Implementing learner-centered pedagogy, centralized teacher training, and updated evaluation methods aligned with the new syllabus will enhance educational equity, improve continuity, and foster holistic development. Aligning with international standards represents a forward-looking approach to enhance global competitiveness while supporting diverse learners.

Keywords: *Curriculum Reforms, Undergraduate Awareness, Learner-Centered Education, Syllabus Change, Educational Policy*

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Transforming Public Sector Governance through Sustainable Human Resource Management: A Strategic Framework for Institutional Resilience

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Introduction

In the contemporary landscape of public administration, the efficiency of state institutions is frequently hampered by deep-rooted systemic issues. Traditional bureaucratic models, while designed for stability, often succumb to political interference, a lack of transparency, and the inertia of rigid manual processes. This study explores the role of Sustainable Human Resource Management (SRM) not merely as a supportive function, but as a critical catalyst for institutional governance and social harmony.

SRM transcends traditional administrative functions, such as payroll and basic recruitment by integrating ethical leadership and long-term human capital development into the core of organizational strategy. By shifting the paradigm to view the "human" element as a sustainable resource to be nurtured rather than a disposable asset to be managed, institutions can foster a culture of resilience and accountability. In a post-crisis global economy, the ability of a public institution to maintain its integrity depends heavily on these sustainable HR frameworks.

Research Problem

Public sector institutions, particularly in developing economies like Sri Lanka, often face a widening "governance gap". This gap is characterized by a heavy reliance on memory-based manual workflows, which are prone to human error and deliberate manipulation. Furthermore, the lack of structured succession planning creates a vacuum that is frequently filled by external political appointments. These factors lead to significant administrative delays, the creation of information silos, and a gradual erosion of public trust.

A critical and often overlooked challenge is the prevalence of anonymous petitions; a phenomenon that reflects internal discontent and a lack of formal grievance channels. Additionally, service rotation policies, while intended to prevent corruption, often disrupt institutional memory and stall long-term projects. The primary objective of this research is to evaluate: *How sustainable HR policies can be designed to resist external political pressures while fostering a culture of accountability and digital-first efficiency*

Methodology

This research utilizes a qualitative, multi-case study approach, specifically focusing on high-pressure administrative environments within the Sri Lankan public service sectors. The methodology is structured around four analytical layers to ensure the findings are grounded in empirical evidence:

- **Policy Audit and Digital Assessment:** An extensive review of institutional "Digital-First" transformation initiatives was conducted. This involved measuring the transition from manual, paper-based correspondence to automated tracking systems. The audit focused on the reduction of "processing lag" and the auditability of decision-making trails to ensure transparency.
- **Case Analysis of Personnel Mobility:** The study examines the longitudinal impact of service rotation on mid-to-senior level management. By identifying how frequent transfers affect long-term project stability such as infrastructure upgrades the research highlights the tension between "fresh perspectives" and "lost institutional knowledge".
- **Operational Observation:** Real-time data was gathered by monitoring the implementation of automated scheduling for examinations and inventory management. This allowed for a direct comparison between traditional "memory-based" administration and systematic, data-driven governance.
- **Stakeholder and Conflict Mapping:** The methodology includes mapping the flow and frequency of "anonymous petitions". By categorizing these as either genuine tools for accountability or "weapons of character assassination", the study identifies how HR governance can mediate these conflicts through transparent communication.

Key Findings & Discussion

The analysis reveals three primary pillars essential for achieving institutional harmony and governance through HR:

A. Governance through Automation and Digital-First Policy

Transitioning from manual to automated systems such as inventory, student records, and examination scheduling does more than just increase speed; it significantly reduces the opportunity for unauthorized external interference. When processes are digitized, they become inherently transparent and auditable. This shift ensures a skillful administrative execution where decisions are based on objective data rather than personal influence. For instance, an automated examination tracker removes the ambiguity that often leads to student grievances and administrative friction, effectively "depoliticizing" the academic process.

B. Leadership Sustainability & Institutional Memory

Sustainable leadership is about building resilient structures that survive leadership transitions. The findings suggest that institutions with clear, merit-based succession plans and "Digital-First" documentation are far less susceptible to the "brain drain" and chaos caused by sudden political appointments. Sustainable HRM prioritizes the continuous professional development of staff, ensuring that the departure of one individual does not lead to the total collapse of institutional memory. By codifying tacit knowledge into digital systems, the institution becomes "person-independent".

C. Social Harmony and Conflict Resolution

Workplace conflict often stems from perceived unfairness and "dark-box" administrative processes. Transparent HR policies regarding recruitment, promotion, and secondment act as a foundation for internal social harmony. By implementing policies for correspondence tracking, every employee can monitor the status of their requests, reducing the anxiety and resentment that fuel anonymous petitions and internal sabotage. Furthermore, professionalizing the HR function provides a legitimate avenue for grievance redressal, thereby marginalizing the culture of anonymous accusations.

Conclusion

The study concludes that the integration of sustainable HR practices is not an administrative luxury but a foundational requirement for the modernization of public sector governance. By prioritizing meritocracy, digital transformation, and ethical leadership, institutions can move toward a more resilient model that balances operational efficiency with social responsibility. Ultimately, SRM serves as the bridge between individual career progression and the collective stability of the state institution. For public sector managers, the challenge ahead lies in moving away from the "memory-based" past toward a digitally-empowered, sustainable future.

Keywords: *Sustainable HRM, Public Sector Governance, Institutional Resilience, Digital Transformation, Strategic Leadership, Accountability, Sri Lankan Public Administration*

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Digital Learning Experiences and Mental Well-Being among Teacher Trainees in Sri Lankan National Colleges of Education

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Introduction

Digital technologies have significantly changed the way of teaching and learning of the world. In Sri Lanka, National Colleges of Education (NCoEs) are generally introducing digital learning platforms, online resources, virtual classrooms and other educational technologies into teacher education programs. These technologies offer more flexibility, increase access to learning materials and create new learning opportunities. But their possible impact on students' mental well-being has also been raised as a concern. Online learning systems, digital assignments, virtual communication platforms and social media are regularly used by teacher trainees. As a result, their digital learning experiences may affect their psychological well-being with both positively and negatively.

Mental well-being is a major component of teacher education. Future teachers must have emotional stability, resilience and positive mental health to address the classroom responsibilities and to face challenges. Previous research has demonstrated that increased screen time, digital fatigue, technology-related stress and social isolation can lead to anxiety and stress among students. At the same time, positive digital learning experiences can increase student engagement, self-confidence, academic satisfaction and overall learning outcomes.

Although digital learning has been an integral part of teacher education in Sri Lanka, there are limited researches on the association between digital learning and the mental well-being of teacher trainees. Therefore, this study was conducted to identify the digital learning experiences and mental well-being of second year trainee teachers at Ruwanpura National College of Education. The study found the nature of digital learning experiences of teacher trainees, the level of mental well-being of teacher trainees and the relationship between the digital learning experiences and the mental well-being of teacher trainees.

Methodology

This study used a quantitative descriptive survey design. The population consisted of all second-year internal teacher trainees at Ruwanpura National College of Education in the academic year 2025 (N=160). A simple random sampling was used to select the sample of 40 teacher trainees.

Data was collected using a structured questionnaire. The questionnaire had three parts as, demographic information, digital learning experiences and mental well-being. The digital learning experiences section had items related to access to technology, engagement in online learning activities, digital competence and perceived effectiveness of digital learning. Mental health was assessed using a modified well-being scale measuring emotional health, stress management, social connectedness and overall life satisfaction.

The data was collected and analyzed using descriptive statistical techniques such as frequencies, percentages, mean and standard deviations. Pearson's correlation analysis was used to determine the relationship between digital learning experiences and mental well-being of teacher trainees.

Results And Findings

The findings revealed that 87.5% of participants had regular access to digital devices and internet facilities for learning purposes. Approximately 80% reported that digital learning platforms enhanced their ability to access the educational resources and complete academic tasks efficiently.

The overall mean score for digital learning experiences was 3.82 (SD = 0.54) on a five-point scale and it was indicated that there was a positive perception of digital learning. Teacher trainees particularly valued the flexibility of online resources and opportunities for self-directed learning.

Regarding mental well-being, the overall mean score was 3.56 (SD = 0.61). It was suggested that a moderate to high level of psychological well-being among participants. However, 37.5% of respondents reported experiencing occasional stress associated with online assignments, extended screen time and technological difficulties.

Pearson correlation analysis indicated a statistically significant positive relationship between digital learning experiences and mental well-being ($r = 0.48$, $p < 0.01$). This finding suggests that positive digital learning experiences are associated with higher levels of mental well-being among teacher trainees.

Discussion

The findings indicated that teacher trainees generally have positive views about digital learning. They believe that digital learning helps improve their academic development. These findings are similar to previous studies, which found that technology-based learning increases learner independence, flexibility and engagement.

The results also indicated that most teacher trainees have adjusted well to digital learning environments. However, some trainees experience the stress facing technical problems and spending long hours in front of screens. The findings also found a positive relationship between

digital learning experiences and mental well-being. This means that when digital learning is accessible, supportive and engaging, it can help improve students’ mental well-being.

These findings suggest that educational institutions should focus not only on providing technology and digital resources but also on supporting students' emotional and psychological well-being. However, the study had some limitations. The sample size was relatively small and the study was conducted at only one National College of Education. Therefore, the findings may not represent all teacher trainees in Sri Lanka.

Recommendations

Several recommendations can be proposed based on the findings of the research. First, the National Colleges of Education should improve digital learning support by providing reliable technology and technical assistance. Second, the Teacher trainees should be given training in digital literacy, online learning skills and time management to help reduce technology-related stress. Third, the institutions should include mental health awareness programs and counseling services in teacher education programs. Forth, the lecturers should design digital learning activities that reduce excessive screen time and encourage meaningful interaction among students. Finally, future research should involve larger samples and include several National Colleges of Education to gain a better understanding of the relationship between digital learning and mental well-being.

Conclusion

This study examined digital learning experiences and mental well-being among second-year teacher trainees at Ruwanpura National College of Education. The findings revealed generally positive digital learning experiences and satisfactory levels of mental well-being among participants. A significant positive relationship was identified between digital learning experiences and mental well-being and it can be suggested that effective digital learning environments can support psychological well-being. The study highlights the importance of creating learner-centered digital environments that promote both academic success and mental health among future teachers.

Keywords: *Digital Learning, Mental Well-Being, Teacher Trainees, Educational Technology, National Colleges of Education*

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A Study on Public Awareness and Emergency Response to Tsunami Risks in Coastal Communities of Sri Lanka

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Introduction

Tsunamis are among the most devastating natural disasters, capable of causing large-scale destruction within a short period of time. Coastal regions are particularly vulnerable due to their proximity to the sea and the limited time available for evacuation. Sri Lanka, located in the Indian Ocean, has experienced a major tsunami event only once in its recent history, the 2004 Indian Ocean tsunami which resulted in extensive loss of life, displacement, and damage to infrastructure. This event highlighted the country’s vulnerability and emphasized the need for effective disaster risk management systems.

Following the 2004 tsunami, significant efforts have been made by government and non-governmental organizations to strengthen disaster preparedness and response mechanisms. These include the development of early warning systems, public awareness programs, and national disaster management policies (Disaster Management Centre, 2020; Ministry of Disaster Management, 2021). At the global level, frameworks such as the Sendai Framework for Disaster Risk Reduction stress the importance of enhancing community awareness and preparedness to minimize disaster impacts (UNDRR, 2015).

Despite these initiatives, disparities remain in the level of awareness and preparedness among coastal communities. Studies indicate that while awareness campaigns may improve general knowledge, they do not always lead to effective behavioral responses during emergencies (ADPC, 2018; IFRC, 2019). Furthermore, disaster risk reduction literature emphasizes that knowledge must be supported by practical skills and community engagement to ensure effective response (Shaw, 2012). In the context of Sri Lanka, vulnerability assessments continue to highlight gaps in preparedness and response capacity at the community level (World Bank, 2020).

Although awareness campaigns and early warning systems have been introduced, there is still uncertainty regarding their effectiveness in improving community preparedness. Many individuals may possess basic knowledge about tsunamis but lack the practical understanding required to respond effectively during an emergency. The gap between awareness and actual response behavior remains a significant challenge in disaster risk reduction. Therefore, this study seeks to examine whether current awareness levels are sufficient and how they influence the response actions of coastal residents.

The primary objectives of this research are to assess the level of community awareness regarding tsunami risks, to examine the response behavior of residents during tsunami warnings, and to identify the relationship between awareness and preparedness. Additionally,

the study aims to evaluate the influence of demographic factors such as education and gender on awareness levels and to provide recommendations for improving disaster preparedness.

Methodology

This study adopts a descriptive research design using a quantitative approach. The research was conducted in the Kalutara North Kalido coastal line, a region identified as vulnerable to tsunami risks. A sample of 360 residents was selected using simple random sampling to ensure representativeness. Data were collected through structured questionnaires, which included questions on demographic characteristics, awareness of tsunami risks, knowledge of early warning systems, and intended response actions during emergencies. The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive statistics such as frequencies and percentages were used to summarize the data, while inferential statistics, including chi-square tests, correlation analysis, and independent sample t-tests, were applied to examine relationships between variables. The results are presented in tabular form for clarity.

Analysis and Results

The analysis reveals that while a majority of respondents possess a moderate level of awareness of tsunami risks, there are still notable gaps in knowledge and preparedness. Out of the total sample, 80% of respondents demonstrated at least moderate awareness, indicating that previous awareness campaigns and disaster education initiatives have had a positive impact. However, only 35% of respondents exhibited a high level of awareness, suggesting that the depth and quality of knowledge remain insufficient.

In terms of awareness of tsunami warning systems, 60% of respondents reported that they were aware of warning signs and alert mechanisms, while 40% lacked this essential knowledge. This gap is significant, as insufficient awareness of warning systems can delay evacuation and increase vulnerability during disaster situations.

Regarding response behavior, only 50% of respondents indicated that they would immediately evacuate in the event of a tsunami threat. Meanwhile, 30% stated that they would wait for official instructions, and 20% reported having no clear course of action. These findings highlight a critical gap between awareness and actual response behavior, suggesting that knowledge alone does not necessarily translate into effective action.

Inferential Statistical Analysis

Table 1: Education Level vs Awareness (Chi-Square Test)

Education Level	High	Moderate	Low	Total
Primary	5	10	10	25
Secondary	15	20	5	40
Tertiary	15	15	5	35
Total	35	45	20	100

($\chi^2 = 9.52$, $df = 4$, $p < 0.05$)

The results indicate a statistically significant relationship between education level and awareness of tsunami risks. Respondents with higher educational qualifications tend to have greater awareness.

Table 2: Awareness vs Response Behavior (Chi-Square Test)

Awareness Level	Immediate	Wait	No Action	Total
High	25	7	3	35
Moderate	20	15	10	45
Low	5	8	7	20
Total	50	30	20	100

($\chi^2 = 11.34$, $df = 4$, $p < 0.01$)

This result shows a strong and significant relationship between awareness level and response behavior. Individuals with higher awareness are more likely to take immediate evacuation actions.

Table 3: Correlation Between Awareness and Preparedness

Variables	Correlation (r)
Awareness vs Preparedness	0.68

The positive correlation indicates that increased awareness is associated with higher levels of preparedness among respondents.

Table 4: Gender vs Awareness (t-Test)

Gender	Mean Score	Std. Deviation
Male	3.6	0.8
Female	3.4	0.7

($t = 1.25$, $p > 0.05$)

The results show no statistically significant difference in awareness levels between male and female respondents.

Discussion

Overall, the findings suggest that awareness alone is not sufficient unless it leads to effective response actions. Although a considerable proportion of respondents demonstrated moderate awareness, this did not consistently translate into preparedness or appropriate response behavior. The gap between knowledge and action remains a key concern in disaster management.

The significant relationship between education and awareness highlights the importance of educational attainment in improving disaster knowledge. Similarly, the strong association between awareness and response behavior confirms that increasing awareness can enhance

decision-making during emergencies. The positive correlation between awareness and preparedness further reinforces this conclusion.

However, the absence of gender differences suggests that awareness programs have been relatively inclusive. Despite this, the presence of respondents with low awareness and unclear response strategies indicates that certain groups remain vulnerable. Additionally, the findings imply that current awareness programs may focus more on theoretical knowledge rather than practical application.

Suggestions

Based on the findings, it is suggested that regular and continuous awareness programs be implemented to improve knowledge of tsunami risks. Community-based training, including evacuation drills and simulation exercises, should be conducted to enhance practical response skills and build confidence among residents. Information should be disseminated through multiple channels such as schools, media, and local organizations to ensure wider reach and accessibility. Special attention should be given to vulnerable groups to ensure inclusivity and effectiveness. Additionally, collaboration with local leaders and community volunteers can further strengthen participation and ensure that awareness initiatives are culturally appropriate and sustainable over time.

Recommendations

It is recommended that disaster management authorities strengthen early warning systems and ensure timely communication to all community members using reliable and accessible technologies. Integrating disaster education into school curricula can help build long-term awareness and preparedness among younger generations. Community-based disaster management committees should be established to promote collective action and local responsibility. Furthermore, improving infrastructure such as clearly marked evacuation routes, safe shelters, and signage is essential. Continuous monitoring and evaluation of awareness programs should also be carried out to ensure effectiveness, while incorporating feedback from communities to improve future disaster risk reduction strategies and policies.

Keywords: *Disaster Management, Tsunami Risk, Community Awareness, Coastal Regions, Preparedness, Sri Lanka*

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An Analysis of Factors Affecting Delays in Supply Contracts in Public Water Supply Projects in Sri Lanka

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Introduction

Public water supply projects play a vital role in supporting public health, economic growth, and sustainable development in Sri Lanka. The successful implementation of these projects largely depends on the timely procurement and delivery of materials, equipment, and services through supply contracts. However, delays in supply contracts have become a common challenge in many public sector water supply projects, resulting in schedule overruns, increased project costs, resource inefficiencies, and delays in providing essential water services to communities (Assaf & Al-Hejji, 2006; Sambasivan & Soon, 2007). Research has shown that delays in procurement and supply chain activities can significantly affect project performance and stakeholder satisfaction (Aibinu & Jagboro, 2002).

In Sri Lanka, public infrastructure projects are often affected by procurement complexities, bureaucratic procedures, supplier-related issues, and external economic factors (Silva & Ranasinghe, 2010; Fernando & Jayasena, 2019). These challenges have become more pronounced in recent years due to economic instability, exchange rate fluctuations, import restrictions, and disruptions in global supply chains, which have adversely impacted the procurement of materials and equipment required for infrastructure development (World Bank, 2023). Studies conducted in developing countries have identified procurement inefficiencies, inadequate planning, poor communication, and supplier performance issues as major contributors to project delays (Doloi et al., 2012; Sambasivan & Soon, 2007).

Despite the significance of supply contracts in project implementation, limited research has specifically examined the factors affecting supply contract delays in Sri Lanka's public water supply sector. Most previous studies have focused on general construction project delays rather than supply contract management issues (Silva & Ranasinghe, 2010). Therefore, this study aims to analyze the factors contributing to delays in supply contracts in public water supply projects in Sri Lanka, with particular focus on the Maharagama Managerial Region. The specific objectives of the study are to identify the major factors causing supply contract delays, assess their impact on project performance, and propose practical measures to minimize future delays. The findings of this study are expected to contribute to improving procurement management practices, enhancing project efficiency, and supporting decision-making among project managers, procurement officers, contractors, and policymakers within the water supply sector (Fernando & Jayasena, 2019).

Methodology

This study adopted a quantitative research approach using a descriptive research design to investigate the factors affecting delays in supply contracts in public water supply projects. The research was conducted in the Maharagama Managerial Region, which was selected due to the presence of several ongoing and completed public water supply projects involving significant procurement and contract management activities. The target population consisted of professionals directly engaged in project planning, procurement, contract administration, and project execution. These included project managers, engineers, procurement officers, quantity surveyors, contract administrators, contractors, and suppliers associated with water supply projects in the region.

A sample of 100 respondents was selected using stratified random sampling to ensure adequate representation of different stakeholder groups. Primary data were collected through a structured questionnaire designed based on findings from previous literature related to construction project delays and procurement management. The questionnaire utilized a five-point Likert scale ranging from "strongly disagree" to "strongly agree" to evaluate the significance of various delay factors. Secondary data were gathered from project reports, procurement records, contract documents, government publications, and academic literature. The collected data were analyzed using the Statistical Package for Social Sciences (SPSS). Descriptive statistical techniques such as frequencies, percentages, means, and standard deviations were used to summarize the responses. In addition, the Relative Importance Index (RII) was employed to rank the identified delay factors according to their significance, while correlation and regression analyses were conducted to examine the relationships between the variables and determine their impact on project delays.

Results and Finding

The findings of the study revealed that several interrelated factors contribute significantly to delays in supply contracts in public water supply projects. Among the identified factors, delays in procurement approval procedures emerged as the most critical issue affecting contract performance. Respondents indicated that lengthy approval processes, multiple levels of authorization, and bureaucratic decision-making often result in significant delays in issuing purchase orders and contract awards. Supplier-related factors were also found to be highly influential. Financial difficulties faced by suppliers, inadequate production capacity, poor delivery performance, and limited availability of specialized materials frequently contributed to delays in material supply. Furthermore, external economic conditions, including inflation, exchange rate fluctuations, and import restrictions, were identified as major challenges affecting the timely procurement of imported equipment and materials. Logistical and transportation issues, particularly during periods of economic uncertainty, further aggravated supply chain disruptions.

The analysis also highlighted the importance of project planning and communication. Inadequate forecasting of material requirements, poor scheduling practices, and ineffective

coordination among project stakeholders were found to increase the likelihood of supply delays. Correlation analysis demonstrated a strong positive relationship between procurement inefficiencies and overall project schedule delays, indicating that weaknesses in procurement management significantly affect project completion times. Regression analysis confirmed that procurement approval delays, supplier performance issues, and communication failures were among the most significant predictors of supply contract delays. These findings are consistent with previous studies conducted in developing countries, which have identified procurement procedures, supplier performance, and economic conditions as major determinants of project delays. The results emphasize the need for improved procurement planning, stronger supplier management practices, and enhanced communication systems to reduce delays and improve project outcomes within the Sri Lankan water supply sector.

Suggestions

Based on the findings, several measures can be suggested to mitigate delays in supply contracts. Public sector organizations should simplify procurement approval procedures by reducing unnecessary administrative steps and adopting more efficient decision-making processes. The implementation of electronic procurement systems can improve transparency, reduce paperwork, and accelerate procurement activities.

Organizations should also strengthen supplier evaluation and selection procedures by considering suppliers' financial stability, technical capabilities, and past performance records. Effective project planning and accurate forecasting of material requirements should be emphasized during the project initiation stage to prevent procurement bottlenecks. Regular coordination meetings among project teams, procurement personnel, contractors, and suppliers can facilitate timely information sharing and improve stakeholder collaboration. Furthermore, risk management strategies should be developed to address potential disruptions arising from economic fluctuations, supply chain challenges, and import restrictions.

Recommendations

The study recommends that government agencies and public sector organizations responsible for water supply projects implement comprehensive procurement management reforms to enhance efficiency and reduce contract delays. The adoption of digital procurement platforms should be prioritized to streamline procurement processes and improve accountability. Capacity-building programs and training initiatives should be provided to procurement officers and project managers to strengthen their knowledge of contract management and supply chain practices.

Long-term partnerships with reliable suppliers should be encouraged to improve supply continuity and reduce procurement risks. Additionally, project monitoring and evaluation mechanisms should be strengthened to identify potential delays at an early stage and facilitate timely corrective actions. Future research may expand the study to other regions of Sri Lanka

and compare delay factors across different infrastructure sectors to provide broader insights into public project management practices.

Keywords: *Supply Contract Delays, Public Water Supply Projects, Procurement Management, Contract Administration, Project Performance,*

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Assessment of Self-Confidence in Clinical Skills among Dental Therapy Trainees After Completing Their Training: A Cross-Sectional Study

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Introduction

Self-confidence in clinical skills means how sure a person feels about doing a health task correctly on their own. This is very important for dental therapy trainees. When a trainee feels confident, they work more carefully, make better decisions, and give better care to patients (Meisha & Al-Dabbagh, 2021). Bandura (1997) explained this through his theory of self-efficacy, which says that people who believe in their own abilities tend to try harder and perform better.

In Sri Lanka, dental therapy trainees at the Dental Therapist Training School, Maharagama, go through both classroom teaching and hands-on clinical practice. Even though the training program is well-structured, there is no research data to show how confident these trainees feel about their clinical skills after finishing their training. This study was done to find out the answer and to identify which skill areas may need more attention.

Methodology

This study used a quantitative, descriptive, cross-sectional research design. All 30 dental therapy trainees who had completed their clinical training at the Dental Therapist Training School, Maharagama, Sri Lanka were included using total population (census) sampling. All participants were female, as this Higher Diploma program cohort comprised female trainees only. A self-administered questionnaire with 25 questions was used to collect data. Each question was rated on a five-point Likert scale from 1 (Not confident at all) to 5 (Very confident). The questionnaire covered eight clinical skill areas: history taking, screening and charting, diet counselling and brushing instructions, restorations, scaling and gum care, referrals, infection control, and patient communication. Data were analyzed Descriptive statistics, and Pearson correlation tests were used. A p-value of less than 0.05 was used to show statistical significance.

Results and Findings

All 30 trainees completed the questionnaire, giving a 100% response rate. The overall mean self-confidence score was 4.08 out of 5.00 (SD = 0.37), which shows a high level of self-confidence among dental therapy trainees after completing their training program. Table 1 shows the mean scores for each clinical skill area.

Table 1: Self-Confidence Scores by Clinical Skill Area

Clinical Skill Area	Mean Score (out of 5.00)	SD	Confidence Level
Infection control and sterilization	4.41	0.29	Very High
Patient communication and health education	4.28	0.35	Very High
Diet counselling and brushing instructions	4.19	0.38	High
Screening, examination and charting	4.12	0.41	High
History taking (medical and dental)	4.08	0.43	High
Scaling and gum care	3.94	0.47	High
Referrals	3.87	0.51	High
Restorations	3.72	0.55	Moderate-High
Overall Mean Score	4.08	0.37	High

Infection control and sterilization had the highest confidence score ($M = 4.41$, $SD = 0.29$), followed by patient communication ($M = 4.28$, $SD = 0.35$). Restorations had the lowest score ($M = 3.72$, $SD = 0.55$), though it still falls in the moderate-to-high range. There was a significant positive correlation between the number of clinical hours completed and overall confidence scores ($r = 0.61$, $p < 0.05$), meaning trainees who had more clinical practice felt more confident. As all participants were female, no gender comparison was conducted. The uniformly female cohort is consistent with the demographic profile of this Higher Diploma program at the Dental Therapist Training School, Maharagama.

Discussion

The results show that the 30 female dental therapy trainees at the Dental Therapist Training School, Maharagama reported a high overall level of self-confidence in clinical skills after completing their training. This is a positive finding and suggests that the training program is working well in building clinical confidence. The all-female composition of this cohort reflects the demographic profile of the Higher Diploma program and should be noted when generalizing findings to mixed-gender settings. These results match previous research showing that students become more confident as they get more clinical practice (Brundin & Sjostrom, 2024; Yiu et al., 2012).

The lowest scores were in restorations and referrals. This is similar to findings by Patel et al. (2015), who reported that dental students often feel less confident in more technical and decision-based procedures. The strong link between clinical hours and confidence supports the idea that more practice leads to better confidence, as explained by Bandura’s (1997) self-efficacy theory. This is further supported by Al-Koky et al. (2023), who found that dental students with more supervised practice reported higher confidence in clinical procedures.

Recommendations

Based on the findings of the study, several recommendations can be made to further enhance trainees’ clinical competence and confidence. First, additional practice sessions and simulation-based training should be incorporated into the curriculum, particularly in the areas of restorative procedures and referral decision-making, as these domains demonstrated the lowest confidence scores among participants. Second, clinical supervisors should provide regular, constructive feedback throughout the training period to support skill development and strengthen trainees’ confidence across all areas of clinical practice. Third, the current number of supervised clinical hours should be maintained or increased, as the findings indicate a positive relationship between the extent of clinical exposure and trainees’ self-confidence. Finally, longitudinal follow-up studies should be conducted after trainees enter professional practice to assess whether the confidence levels developed during training are sustained in real-world clinical settings and to identify factors that may influence their continued professional growth and competence.

Conclusion

This study found that all 30 female dental therapy trainees at the Dental Therapist Training School, Maharagama, Sri Lanka showed a high level of self-confidence in clinical skills after completing their Higher Diploma training, with an overall mean score of 4.08 out of 5.00. Infection control and patient communication were the strongest areas. Restorations and referrals showed relatively lower confidence and may need more focused training. The findings show that the current training program is effective and that more clinical practice hours are important for building trainee confidence. These results can help improve dental therapy education in Sri Lanka.

Keywords: *Self-Confidence, Clinical Skills, Dental Therapy Trainees, Cross-Sectional Study, Sri Lanka, Maharagama*

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When the Spirit Speaks: Culturally Adapted Intervention for Possession-Type Presentations in Rural Sri Lanka

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Introduction

Possession-type presentations remain a culturally significant and clinically complex phenomenon in many South Asian societies, including rural Sri Lanka. In Sinhala-speaking rural communities, experiences described as *āvēsa* or possession, *deva hāsakam* or divine miracles, and *amanussa ātma gænuḍenu* or interactions with non-human spirits are often understood not only as symptoms of illness, but also as meaningful spiritual, social, and moral experiences. As a result, affected individuals and families commonly seek help first from indigenous, ritual, religious, or occult medicine practitioners before approaching biomedical or psychiatric services. This help-seeking pattern reflects the continuing importance of cultural explanatory models in shaping how distress is identified, interpreted, narrated, and treated.

This study aimed to identify common clinical and psychosocial patterns among possession-type presentations encountered in rural Sri Lanka, examine the possible physical, emotional, relational, and cultural factors underlying such presentations, and evaluate the practical usefulness of a culturally adapted intervention model delivered by an indigenous and occult medicine practitioner. Rather than treating possession beliefs as irrational or confronting them directly, the study was guided by the principle that therapeutic engagement is more effective when the client’s cultural worldview is respected. This approach is consistent with cultural psychiatry, which emphasizes that assessment should explore the patient’s cultural definition of the problem, perceived causes, support systems, help-seeking pathways, and expectations of treatment.

Methodology

Methodologically, this was a qualitative field observation and case series study conducted over a 20-year period from January 2006 to February 2026. Ten consecutive cases were included, all presenting with symptoms attributed by clients, families, or community members to spirit possession, deity possession, external spirit influence, or supernatural interference. The cases were drawn from rural and semi-rural Sri Lankan settings where indigenous healing, ritual interpretation, astrology, spiritual diagnosis, and traditional physical treatment remain socially accepted. Data were gathered through client narratives, family accounts, direct observation of behavior, physical symptom patterns, cultural explanations offered by relatives, response to intervention, and 6-month follow-up outcomes. Although the sample size was small, the long field duration allowed repeated observation of culturally embedded patterns that may not be fully visible in short-term clinical research.

The intervention model contained three interrelated components. First, cultural formulation was used to understand the client’s own explanation of the experience, including whether the condition was attributed to a deity, ancestral spirit, evil eye, sorcery, non-human spirit, family conflict, ritual failure, or moral transgression. Second, role reframing was applied to separate the person from the possessing identity. This allowed the practitioner to engage with the possession narrative without reinforcing harmful behavior or blaming the client. For example, the “spirit” or possessing role could be symbolically addressed, negotiated with, calmed, redirected, or ritually released while the client’s dignity and social identity were preserved. Third, targeted physical treatment was used where symptoms suggested bodily distress, exhaustion, pain, autonomic arousal, sleep disturbance, psychosexual tension, or traditional interpretations such as *vāta* aggravation. This combination allowed the intervention to operate simultaneously at symbolic, psychological, relational, and embodied levels.

Results and Discussion

The analysis revealed that possession-type presentations were not a single condition. Rather, they represented a culturally patterned idiom through which multiple forms of distress were expressed. Some cases showed features consistent with dissociation, anxiety, panic-like arousal, trauma-related distress, or emotional conflict. In some Sri Lankan cases, symptoms appeared after interpersonal conflict, bereavement, fear, humiliation, family pressure, marital tension, or unresolved emotional stress. Other cases showed strong physical components, including fatigue, bodily pain, trembling, weakness, digestive disturbances, or symptoms interpreted through indigenous medical concepts. A further group reflected psychosexual inhibition, gendered expectations, or culturally restricted emotional expression, where possession offered an indirect language for distress that could not be openly verbalized. Possession therefore functioned not only as a symptom but also as a culturally available communication system.

The findings also suggest that direct confrontation of the belief system may reduce therapeutic trust, increase family resistance, and intensify stigma. In contrast, validating the explanatory model while gently expanding it allowed the practitioner to maintain rapport and introduce alternative understandings. This does not mean confirming that a spirit was objectively present; rather, it means acknowledging the client’s lived experience and working within a symbolic system that the client and family can accept. Contemporary literature on dissociative trance and possession disorders describes such presentations as culturally shaped idioms of distress and highlights the need for careful differential assessment rather than simplistic dismissal. Possession-type presentations may overlap with affect regulation difficulties, somatoform symptoms, trauma, depression, anxiety, or dissociative symptoms.

Across the ten cases, the culturally adapted model resulted in strong client and family engagement. Families were more willing to participate when their spiritual interpretations were respected, and clients appeared more comfortable when their experiences were not ridiculed or pathologized at the outset. The use of role separation reduced shame by making it possible to treat the troubling behavior as something affecting the person rather than as evidence of

personal weakness, madness, or moral failure. Psychological reassurance reduced fear, while physical treatment addressed bodily symptoms that were meaningful within indigenous understandings of health. All ten cases reportedly achieved complete recovery, and no relapse was reported during the 6-month follow-up period. However, because the study was based on a small case series without a control group, the findings should be interpreted cautiously. They indicate practical clinical promise rather than definitive evidence of effectiveness.

The study has important implications for mental health care in Sri Lanka and comparable South Asian settings. Possession-type presentations require an integrated approach that considers cultural meaning, psychiatric possibility, social context, bodily symptoms, and family dynamics. Traditional and indigenous practitioners often function as the first point of contact in rural communities; therefore, excluding them from mental health dialogue may delay care and increase risk. Collaboration between traditional healers and biomedical professionals can improve referral pathways, reduce mistrust, and support culturally appropriate care when ethical safeguards are maintained.

Conclusion

In conclusion, possession-type presentations in rural Sri Lanka are multifactorial phenomena shaped by culture, belief, psychological distress, social conflict, bodily experience, and help-seeking traditions. A culturally adapted intervention that respects local explanatory models, separates the person from the possessing role, provides reassurance, and addresses physical symptoms may improve engagement and outcomes. Future research should use larger samples, structured assessment tools, longer follow-up periods, and collaborative designs involving indigenous practitioners, psychiatrists, psychologists, social workers, and community leaders. Training traditional healers to identify red-flag symptoms, including psychosis, suicidality, severe depression, epilepsy, neurological illness, substance-related conditions, and abuse-related trauma, is strongly recommended. At the same time, mental health professionals should receive training in cultural formulation and respectful communication with traditional healing systems. Such dialogue can help build a humane, culturally competent, and community-based model of care for possession-type presentations in Sri Lanka.

Keywords: *Possession, Dissociation, Cultural Formulation, Indigenous Medicine, Traditional Healing, Sri Lanka, Psychosocial Distress, Culturally Adapted Intervention*

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A Study on Contemporary Rural Lifestyle Affecting Chronic Diseases in Sri Lanka: Evidence from the Mandawala Public Health Area, Dompe

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Introduction

Non-communicable diseases (NCDs) have become one of the most significant public health challenges worldwide. Unlike communicable diseases, chronic diseases develop gradually and often require long-term treatment and lifestyle management. Cardiovascular diseases, diabetes, respiratory diseases, and cancers account for a large proportion of global mortality. In Sri Lanka, the burden of chronic diseases has increased considerably during the past decades due to demographic changes, urbanization, and modifications in lifestyle patterns.

Although chronic diseases were traditionally more prevalent in urban areas, recent evidence indicates a growing prevalence within rural communities. Changes in dietary habits, reduced physical activity, increased consumption of processed foods, smoking, alcohol use, and sedentary lifestyles have contributed significantly to this trend. Studies conducted in rural districts such as Ampara, Monaragala, and Hambantota reveal a substantial burden of chronic illnesses among rural households.

Sri Lanka has experienced a rapid epidemiological transition where infectious diseases have gradually declined while non-communicable diseases have emerged as the dominant health concern. The increasing prevalence of diabetes and cholesterol-related conditions has become a major challenge for both individuals and the national healthcare system. Understanding how contemporary rural lifestyles contribute to chronic diseases is therefore essential for developing effective preventive strategies.

The main objective of this study was to examine how rural lifestyle patterns influence the development of chronic diseases among rural populations. The specific objectives were to identify behavioral factors, dietary practices, and livelihood-related factors associated with the occurrence of diabetes and cholesterol-related illnesses.

Methodology

This study employed both primary and secondary data sources. Secondary information was collected from publications of the World Health Organization (WHO), the Ministry of Health of Sri Lanka, World Bank reports, and previous scholarly research related to chronic diseases and rural health. Primary data were collected through a structured questionnaire administered to individuals diagnosed with diabetes and cholesterol-related conditions.

The study area was the Mandawala Public Health Inspector area within the Dompe Medical Officer of Health Division. This area was selected because it represents a predominantly rural community with changing socioeconomic and lifestyle characteristics.

The collected data were organized and analyzed using Microsoft Excel. Descriptive statistical techniques were employed to present the findings through tables, charts, and graphical representations. The analysis focused on identifying relationships between lifestyle characteristics and the prevalence of chronic diseases.

Results and Findings

The findings demonstrate that chronic diseases have become increasingly common within rural communities. The study revealed that several lifestyle-related factors contribute to the development and progression of diabetes and cholesterol-related conditions. Behavioral factors emerged as significant contributors. Smoking, alcohol consumption, and betel chewing were identified as common unhealthy practices among rural adults. These behaviors increase the risk of cardiovascular diseases and metabolic disorders. Previous studies conducted in rural Sri Lankan districts reported substantial levels of smoking, alcohol consumption, and daily betel chewing among adults.

Dietary patterns were another important determinant. Many respondents reported increased consumption of carbohydrate-rich foods and processed products while reducing the intake of fruits and vegetables. Such dietary habits contribute to obesity, elevated cholesterol levels, and diabetes. Modern food consumption patterns have gradually replaced traditional diets that were generally healthier and more balanced. Physical inactivity was identified as a major lifestyle change affecting rural populations. Traditionally, rural livelihoods were heavily dependent on agriculture and physically demanding activities. However, technological advancements, mechanization, and occupational shifts have reduced daily physical activity levels. As a result, sedentary behavior has become increasingly common, contributing to weight gain and chronic health conditions.

Livelihood changes also played a significant role. Younger generations are increasingly moving away from agricultural occupations and engaging in less physically demanding employment. This transition has reduced energy expenditure and increased vulnerability to chronic diseases. The study further observed that aging populations, urban influences, and socioeconomic transformations have accelerated the spread of non-communicable diseases in rural areas. These findings support the epidemiological transition theory, which explains the shift from infectious diseases to chronic diseases as societies develop and modernize.

Discussion

The findings indicate that rural communities are experiencing significant lifestyle transformations that directly affect health outcomes. Traditionally active lifestyles characterized by agricultural labor and locally produced food have gradually been replaced by sedentary routines and unhealthy consumption patterns.

The results align with previous international and local studies demonstrating that reduced physical activity and unhealthy dietary practices are major risk factors for diabetes and cardiovascular diseases. The influence of urbanization and modernization has altered rural lifestyles, increasing exposure to behaviors associated with chronic disease development.

Furthermore, demographic transitions have contributed to increasing disease prevalence. Population aging has increased the number of individuals vulnerable to chronic illnesses, while improvements in healthcare have prolonged life expectancy, leading to greater long-term disease burdens. The interaction between lifestyle changes and demographic factors creates a complex public health challenge for rural communities.

Recommendations

Several recommendations can be proposed based on the findings:

- a) Strengthen community-based health education programs focusing on chronic disease prevention.
- b) Promote regular physical activity through village-level health campaigns and recreational facilities.
- c) Encourage healthy dietary practices by increasing awareness regarding balanced nutrition and reducing processed food consumption.
- d) Implement targeted interventions to reduce smoking, alcohol consumption, and betel chewing.
- e) Strengthen routine screening programs for diabetes, cholesterol, and hypertension in rural healthcare institutions.
- f) Develop policies that encourage healthy lifestyle practices among younger generations while preserving beneficial aspects of traditional rural living.

Conclusion

This study concludes that contemporary rural lifestyles significantly contribute to the growing prevalence of chronic diseases in Sri Lanka. Behavioral practices, unhealthy dietary habits, declining physical activity, and livelihood transitions are key factors influencing the occurrence of diabetes and cholesterol-related conditions. The findings highlight the urgent need for effective health promotion and preventive interventions within rural communities. Addressing modifiable lifestyle factors can substantially reduce the burden of chronic diseases and improve the overall well-being of rural populations.

Keywords: *Rural Lifestyle, Chronic Diseases, Diabetes, Cholesterol, Non-Communicable Diseases*

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The Role of Human Resource Management in Promoting Mental Health and Social Harmony in Organizations

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Introduction

In the modern business environment, employee mental health and workplace social harmony have emerged as key concerns for organizations worldwide. Stressful work environments that have a negative effect on employees’ psychological health and relationships at work have been brought about by increased workloads, technological advancements as well as organizational competition and shifting work habits. Mental health issues such as stress, anxiety, burnout, and emotional exhaustion reduce employee productivity, commitment, and overall organizational performance (World Health Organization, 2022). In the same way, discrimination difficulties and disputes at work can all result from a lack of social harmony. Therefore, as a result, fostering a positive and healthy work environment has emerged as a key duty of contemporary human resource management (HRM) (Guest, 2017).

HRM plays a significant role in promoting employee well-being through the practices such as counseling services, work life balance policies, employee engagement programs, diversity management, and stress management initiatives (Guest, 2017). These procedures foster the development of inclusive, cooperative and trusting work environments. Organizations that prioritize employee mental health often experience higher job satisfaction, lower absenteeism, and stronger employee loyalty (Bakker & Demerouti, 2017). In Sri Lanka, many organizations still lack proper mental health support systems, causing emotional stress and poor workplace relationships among employees (Anushi, et al., 2022) (Abeykoon, 2019). Therefore, this study aims to evaluate the role of Human Resource Management in promoting mental health and social harmony in organizations and to identify effective HRM practices that support employee well-being and positive workplace relationships.

Methodology

This study was conducted using a qualitative literature review approach. Secondary data were collected from academic journal articles, books, conference proceedings, organizational reports, and scholarly online databases related to HRM, employee mental health, organizational behavior, workplace well-being, and social harmony. Both Sri Lankan and international literature published between 2015 and 2025 were reviewed to obtain a broad understanding of the topic.

The collected literature was analyzed using thematic analysis techniques. Several key themes were identified, including workplace stress, employee well-being, organizational culture, work life balance, diversity management, leadership support, employee engagement,

communication, and conflict management. These themes were critically examined to understand the contribution of HRM practices toward promoting mental health and social harmony within organizations.

The literature review method was selected because it enables the researcher to gather extensive knowledge from existing academic findings and organizational practices while identifying theoretical and practical implications relevant to the research objectives.

Results and Findings

The findings indicate that HRM significantly contributes to promoting mental health and social harmony within organizations. Organizations with strong employee support systems demonstrate higher employee satisfaction, improved motivation, and lower workplace stress. HRM practices such as counseling services, wellness programs, and mental health awareness initiatives positively influence employee wellbeing (Kowalski & Loretto, 2017).

The study also found that work-life balance initiatives, including flexible working hours and family friendly policies, help reduce burnout and improve job satisfaction (Anushi, et al., 2022) (Abeykoon, 2019). Supportive leadership, effective communication, and diversity management further strengthen workplace relationships and social harmony (Kowalski & Loretto, 2017). Training programs related to emotional intelligence, teamwork, and conflict management improve employee cooperation and interpersonal skills (Robbins & Judge, 2018). However, some organizations still lack proper mental health policies and awareness programs. Excessive workloads, workplace harassment, and poor organizational culture continue to negatively affect employee mental health and workplace relationships (World Health Organization, 2022).

Discussion

These findings support existing literature that highlights the importance of HRM for employee well-being and organizational sustainability, and modern HRM focuses on employee centered practices that address psychological and social workplace issues (Robbins & Judge, 2018). Likewise, HRM practices such as wellness programs, counseling services, and work-life balance initiatives can also help reduce workplace stress, burnout, and interpersonal conflict (Guest, 2017).

The study also points to the importance of supportive organizational culture, leadership, acceptance of diversity and effective communication in promoting mental health and social cohesion. Also, these findings are consistent with the job demands resource theory. Therefore, this study also shows that supportive workplace resources help employees manage stress and maintain well-being (Bakker & Demerouti, 2017).

In the Sri Lankan context, although organizations are increasingly recognizing employee mental health issues, many still lack proper wellness programs and trained HR professionals (Ekanayake, et al., 2023). As this study is based on secondary data, future research could use

surveys and interviews to obtain direct employee perspectives on HRM practices and workplace well-being.

Recommendations

Several recommendations for organizations and HR professionals can be made based on the findings of the study and firstly, organizations should take care to implement comprehensive employee mental health policies in the organization that include counseling services, wellness programs as well as stress management workshops and employee support initiatives (World Health Organization, 2022). Also secondly, HR departments should introduce flexible working arrangements, leave benefits and family-friendly corporate policies. It should also promote work life balance. Third, organizations should provide regular training programs related to emotional intelligence, teamwork, communication skills, diversity awareness, and conflict management, and fourth, managers and supervisors should receive awareness training on employee mental health issues to encourage empathetic and supportive leadership practices. In addition to all this, organizations should strengthen diversity and inclusion policies to ensure equal treatment and psychological safety for all employees.

Finally, organizations should conduct regular employee well-being assessments and encourage employee participation in organizational decision-making processes to strengthen workplace trust, cooperation, and harmony.

Conclusion

According to the findings of the study, it can be said that HRM is important for developing social cohesion and psychological well-being in organizations. Employee psychological well-being and workplace relations are mainly improved through effective HRM techniques such as employee counseling, work-life balance efforts, diversity management, supportive leadership, employee participation activities, and wellness programs.

Also, this study shows that organizations that place a high priority on the mental health of their employees and create peaceful workplaces are more likely to achieve long-term organizational sustainability, increase employee commitment and increase productivity. The study further shows that they are also more likely to see improved organizational performance. In today's business environment, HR professionals must continue to create employee-centric organizational strategies that promote both organizational success and employee welfare.

Keywords: *Human Resource Management (HRM), Mental Health, Social Harmony, Employee Well-Being, Organizational Culture*

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The Effects of Competitive Education Systems on Student Mental Health

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Introduction

Education plays a significant role in shaping individuals and societies. Also, Education is widely recognized as a fundamental tool for personal and societal development. However, the increasing competitiveness within modern education systems has generated significant psychological pressure on students. In many countries, educational systems are highly competitive, emphasizing examination performance, academic rankings, and achievement-oriented goals. While competition can motivate students to perform better academically, excessive academic pressure can negatively affect their mental health and emotional wellbeing. Today, students experience increasing stress due to high parental expectations, heavy workloads, limited educational opportunities, and social comparisons. These pressures may contribute to anxiety, depression, emotional exhaustion, low self-esteem, and other psychological difficulties.

Mental health is an essential component of students’ overall development and academic success. Students who maintain positive mental wellbeing are more likely to achieve educational goals, develop healthy relationships, and demonstrate emotional resilience. Also, Mental health challenges among students not only affect academic performance but also influence social relationships, self-esteem, and long-term psychological wellbeing. Therefore, understanding the effects of competitive education systems on student mental health is essential for developing balanced and supportive educational environments. However, intense competition within educational environments often creates unhealthy learning conditions that undermine students’ psychological stability. Therefore, examining the effects of competitive education systems on student mental health is important for creating balanced and supportive educational practices.

The main objective of this study is to examine the effects of competitive education systems on student mental health. The specific objectives include:

- I. To identify the major sources of academic competition among students.
- II. To examine the psychological effects of educational pressure on students.
- III. To analyze the relationship between academic competition and mental wellbeing.
- IV. To explore strategies that promote healthier educational environments and student resilience.

Methodology

This study uses a qualitative research approach based on secondary data analysis. Information is collected from academic journals, books, research articles, and reports related to education systems and student mental health. The collected data are analyzed thematically to identify major psychological effects and contributing factors associated with competitive education environments.

Results and Discussion

The study reveals that highly competitive education systems significantly affect students’ mental wellbeing. Major findings include:

The findings also indicate that students perform better emotionally and academically when schools provide counseling services, supportive teacher-student relationships, and balanced educational approaches. Educational environments that encourage creativity, collaboration, and emotional support help reduce psychological distress. Competitive education systems can produce both positive and negative outcomes. Moderate competition may encourage discipline, motivation, goal achievement, and academic excellence. However, when competition becomes excessive, it creates psychological pressure that negatively affects students’ mental health.

One major issue associated with competitive education is examination-related anxiety. Students frequently experience stress due to high expectations from parents, teachers, and society. Fear of failure and concern about future educational opportunities often lead to emotional distress and reduced self-confidence. In severe situations, students may experience depression, social withdrawal, and emotional burnout. Additionally, competitive environments may reduce opportunities for cooperation and peer support. Students may begin to perceive classmates as rivals rather than collaborators, weakening social relationships and emotional connectedness. This can contribute to loneliness, isolation, and lower life satisfaction.

Several strategies can help reduce the harmful effects of educational competition:

- a) Promoting student-centered learning approaches
- b) Providing counseling and mental health support services
- c) Reducing excessive examination pressure
- d) Encouraging collaborative learning activities
- e) Integrating mental health education into school curricula
- f) Supporting extracurricular activities and balanced lifestyles
- g) Increased stress and anxiety due to examination pressure and academic expectations.
- h) Depression and emotional exhaustion caused by fear of failure and continuous competition.
- i) Reduced self-esteem among students who compare themselves with higher-performing peers.
- j) Lack of social interaction and recreational activities because of excessive academic workload.
- k) Sleep disturbances and physical health issues linked to chronic stress.

l) Increasing awareness among parents and teachers regarding student wellbeing

Educational institutions should focus on both academic achievement and psychological wellbeing to create healthier learning environments.

Conclusion and Recommendation

Competitive education systems have both positive and negative impacts on students. While academic competition may motivate achievement, excessive pressure can seriously affect students’ mental health and emotional wellbeing. Creating balanced educational environments that value both academic success and psychological health is essential for supporting students’ overall development. Educational reforms should prioritize student wellbeing alongside academic excellence to ensure healthier and more effective learning experiences. Also, Competitive education systems have a significant impact on student mental health.

Although competition may encourage academic achievement, excessive educational pressure can contribute to stress, anxiety, depression, and emotional exhaustion. Mental wellbeing is essential for students’ personal growth, academic success, and social development. Therefore, educators, parents, policymakers, and educational institutions must work together to establish balanced educational systems that support both academic excellence and emotional wellbeing. Promoting resilience, emotional support, and mental health awareness can help students cope effectively with academic challenges and lead healthier lives.

The study recommends several strategies to improve student mental health within competitive education systems:

- Reducing excessive examination pressure and academic workload.
- Promoting student-centered and holistic education approaches.
- Providing mental health counseling and emotional support programs in schools.
- Encouraging extracurricular activities and social engagement.
- Increasing awareness among parents and teachers regarding student mental wellbeing.

Keywords: *Competitive Education, Student Mental Health, Academic Stress, Psychological Wellbeing,*

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Digital Health, Nanomedicine, and Ethics: Governance Challenges in Emerging Healthcare Technologies

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Introduction

The rapid advancement of digital health technologies and nanomedicine is transforming modern healthcare systems by enabling precision medicine, personalized treatment, and real-time health monitoring. Digital health technologies, including artificial intelligence (AI), Internet of Things (IoT) devices, wearable sensors, telemedicine platforms, and big data analytics, have significantly improved healthcare accessibility and efficiency. Similarly, nanomedicine utilizes nanoscale materials and technologies to enhance drug delivery, diagnostics, and therapeutic interventions. While these innovations offer substantial benefits for disease prevention, diagnosis, and treatment, they also introduce complex ethical, social, environmental, and governance challenges that require critical examination.

This study aims to critically examine the ethical, social, environmental, and governance challenges associated with digital health technologies and nanomedicine. Furthermore, it seeks to identify key risks related to privacy, algorithmic bias, healthcare inequality, and regulatory limitations, while proposing an integrated ethical governance framework to support responsible innovation, sustainable development, and equitable healthcare access.

Methodology

The study adopts a conceptual and interdisciplinary approach based on an extensive review of academic literature related to digital health, nanomedicine, ethics, and healthcare governance. Relevant peer-reviewed journal articles, policy documents, regulatory reports, and international guidelines were examined to identify key ethical, social, environmental, and governance challenges associated with emerging healthcare technologies. The collected literature was analyzed thematically to explore recurring issues, including data privacy, algorithmic bias, healthcare inequality, risk management, regulatory limitations, and sustainability concerns. Based on this analysis, an integrated ethical governance framework was proposed to support responsible innovation and equitable healthcare development.

Results

The findings indicate that one of the key challenges associated with digital health technologies and nanomedicine is the uncertainty surrounding their long-term safety and effectiveness. Nanomaterials may interact with biological systems in unpredictable ways, potentially causing toxicity and environmental contamination. Similarly, digital health technologies depend heavily on software systems and AI algorithms that may produce inaccurate outcomes, system failures,

or unintended consequences. The lack of comprehensive long-term evidence creates significant governance challenges for regulators and healthcare providers.

Privacy and data protection also emerged as major ethical concerns. Digital health systems continuously collect large volumes of personal health information through wearable devices, mobile applications, and online healthcare platforms. Unauthorized access, cybersecurity breaches, and unclear data ownership arrangements can threaten patient autonomy and confidentiality. Furthermore, patients often have limited control over how their health data are stored, shared, and used by third parties, raising concerns regarding informed consent and accountability.

The study further highlights the issue of algorithmic bias in AI-driven healthcare systems. When algorithms are trained using datasets that do not adequately represent diverse populations, they may generate discriminatory outcomes that disproportionately affect marginalized communities. Such biases can contribute to unequal healthcare access and reinforce existing social inequalities. In addition, the high cost of advanced digital health technologies and nanomedicine may limit access for low-income populations and developing countries, thereby widening the global healthcare divide.

Environmental and occupational risks associated with nanotechnology were also identified. The production, application, and disposal of nanomaterials may contribute to environmental pollution and expose workers to potential health hazards. Despite these concerns, existing regulatory frameworks often lack standardized methods for assessing environmental and occupational risks related to nanomedicine.

Discussion

The analysis demonstrates that current governance systems are frequently reactive rather than proactive. Traditional regulatory frameworks were designed for conventional medical technologies and often struggle to address the dynamic nature of AI-based systems and rapidly evolving nanotechnologies. The involvement of multiple stakeholders, including researchers, healthcare professionals, industry actors, policymakers, and patients, adds additional complexity to governance processes.

Moreover, significant differences in regulatory capacity between developed and developing countries create challenges for ensuring global safety standards and equitable access to healthcare innovations. Therefore, ethical governance must move beyond simple legal compliance and focus on accountability, transparency, inclusiveness, sustainability, and social justice. Without such an approach, emerging healthcare technologies may deepen existing inequalities rather than reduce them.

Suggestions and Recommendations

To address these issues, this study proposes an integrated ethical governance framework based on four key principles: lifecycle governance, adaptive regulation, interdisciplinary collaboration, and global cooperation. Lifecycle governance emphasizes incorporating ethical

considerations throughout technology design, development, implementation, and post-market monitoring. Adaptive regulation supports continuous evaluation and flexible policy responses to emerging risks.

Interdisciplinary collaboration should also be strengthened by encouraging the participation of healthcare professionals, engineers, ethicists, social scientists, policymakers, industry representatives, and patients in decision-making processes. Finally, global cooperation is necessary to promote international standards, knowledge sharing, and regulatory harmonization, particularly to reduce disparities between developed and developing countries. These recommendations can support responsible innovation, sustainable development, and equitable access to emerging healthcare technologies.

Conclusion

In conclusion, digital health technologies and nanomedicine possess enormous potential to improve healthcare outcomes and support sustainable development. However, realizing these benefits requires robust ethical governance frameworks capable of addressing uncertainty, protecting privacy, reducing inequality, and ensuring accountability. A proactive and inclusive approach to governance is essential for fostering responsible innovation and ensuring that emerging healthcare technologies contribute positively to society while protecting human wellbeing and social justice.

Keywords: *Digital health, Nanomedicine, Ethics, Artificial Intelligence, Emerging technologies*

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Discovering The Link Between the Teacher Effectiveness and the Poor Performances for English Language Learning at the National Level (Ordinary Level – O/L) Examination

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Introduction

English language education has become one of the most important components in the modern education system due to globalization, technological advancement, and the increasing demand for communication skills in the world of work. In the Sri Lankan education system, English is taught as a second language from primary education onward, and students are expected to achieve competency in reading, writing, listening, and speaking by the time they sit for the General Certificate of Education Ordinary Level (G.C.E. O/L) Examination. However, despite years of formal instruction, English language remains one of the subjects with the highest failure rates at the national level examination, especially among students in rural areas. According to the Department of Examinations statistics in 2018, 45.10% of students who sat for the English language paper failed the subject, which was the highest failure percentage compared to Mathematics, Science, and other compulsory subjects. This situation has become a serious educational concern in Sri Lanka.

Teacher effectiveness has been identified as one of the major factors influencing students' academic achievement in English language learning. Effective teachers are expected to possess professional knowledge, communication skills, classroom management abilities, technological awareness, motivation, positive attitudes, and strong relationships with students. However, many rural schools continue to experience low student achievement despite having qualified teachers, standardized curricula, and government-provided facilities. Therefore, this study focuses on discovering the relationship between teacher effectiveness and poor student performances in English language learning at the national level examination, with special attention to schools in the Kandekatiya Division of the Viyaluwa Zone, Badulla District, Uva Province.

The primary objective of this research was to investigate the reasons for poor performances in English language learning among rural students and to examine how teacher effectiveness influences the learning-teaching process. The study further aimed to identify the effectiveness of teaching methods, classroom management, use of technology, assessment strategies, and teacher motivation in improving student performances. In addition, the research intended to explore suitable learning tools and localized teaching approaches that could make English language learning more meaningful and accessible to rural students.

Methodology

This study explored the relationship between teacher effectiveness and poor performances in English language learning among secondary school students in rural Sri Lankan schools. The research was conducted in schools located in the Kandekatiya Division of the Viyaluwa Education Zone in the Badulla District, Uva Province. The study mainly focused on English language teachers and Grade 11 students who were preparing for the G.C.E. O/L Examination.

A mixed-method research design was adopted by combining both qualitative and quantitative approaches to gather comprehensive data related to teacher effectiveness and student performance. The sample was selected using both probability and non-probability sampling techniques. Initially, schools were selected through convenience sampling, and later random and systematic sampling methods were applied. The final sample consisted of 10 English language teachers from 10 schools, 60 Grade 11 students, 7 principals, and 1 educational administrator affiliated with the division.

Data were collected using several research instruments, including teacher self-evaluation questionnaires, teacher evaluation sheets completed by students, principals, and administrators, student self-evaluation questionnaires, and student behavior checklists. The teacher self-evaluation questionnaire assessed teachers’ language skills, teaching experience, classroom management abilities, use of technology, motivation, and methods of engaging students in the classroom. Student questionnaires gathered information regarding motivation, understanding, attitudes toward English language learning, and opinions about teacher performance. Additional information was obtained through official examination result analyses and school records.

The collected data were analyzed using descriptive statistical methods, comparative analysis, and qualitative interpretation. Quantitative data were presented using tables, percentages, and graphical representations, while qualitative data were interpreted to identify patterns and relationships between teacher effectiveness and student performances in English language learning.

Results and discussion

The study revealed that teacher effectiveness has a significant influence on student achievement in English language learning. The sample consisted of 10 female English language teachers aged between 28 and 45 years. The findings indicated that teachers with higher confidence levels, better language competency, greater teaching experience, and stronger classroom management skills were able to create more effective learning environments and motivate students successfully.

The study further revealed that teachers who regularly used interactive teaching methods, technological tools such as videos, YouTube materials, PowerPoint presentations, and student-centered activities were more effective in improving student participation and understanding. Teachers who followed lesson plans properly, managed classroom time effectively, and provided individual feedback to students contributed positively to student performance. On the other hand, some teachers demonstrated limitations in using modern teaching technology and

engaging students through innovative learning activities, which negatively affected student motivation and learning outcomes.

Student evaluations showed that many rural students lacked confidence in using English language due to limited exposure, poor vocabulary, low motivation, and weak communication skills. Students in rural schools were highly dependent on their mother tongue and often viewed English as a difficult subject. Furthermore, overcrowded classrooms, insufficient educational resources, socio-economic difficulties, lack of parental support, and poor learning environments were identified as major barriers to successful English language acquisition.

The findings also highlighted that teacher-student relationships play a crucial role in language learning. Teachers who maintained positive, supportive, and motivating relationships with students created anxiety-free classroom environments that encouraged active participation and better academic performance. In contrast, poor classroom interaction, limited communication, and lack of teacher enthusiasm reduced students’ interest in learning English.

The study additionally found that many rural schools possessed adequate physical resources but lacked effective implementation of modern teaching strategies and localized learning approaches. Teachers often relied heavily on traditional teaching methods instead of adapting lessons to students’ real-life experiences and authentic situations. This mismatch between classroom teaching practices and students’ learning needs contributed to poor performances at the G.C.E. O/L Examination.

Conclusion and Recommendations

The study concluded that teacher effectiveness is directly linked to students’ performances in English language learning at the G.C.E. O/L Examination. Factors such as teacher qualification, professional competency, teaching experience, classroom management, communication skills, use of technology, motivation, and teacher-student relationships significantly influence student achievement. The findings revealed that ineffective teaching practices, limited use of innovative teaching methods, lack of technological integration, and poor student motivation contribute heavily to the low performance rates observed among rural students in English language examinations.

The research further identified several external factors affecting English language learning, including socio-economic challenges, insufficient parental support, overcrowded classrooms, lack of exposure to English-speaking environments, and limited educational facilities in rural schools. Many students demonstrated weak reading and writing abilities, poor vocabulary knowledge, and low confidence in communication, despite learning English from primary grades onward.

Based on the findings, the study recommends that educational authorities strengthen teacher training and professional development programs to improve teacher effectiveness in English language teaching. Teachers should be encouraged to adopt student-centered learning approaches, integrate technology into classroom teaching, and localize teaching materials according to students’ authentic social and cultural contexts. Furthermore, schools should create

motivating and supportive learning environments that encourage active student participation and communication in English language.

The study also recommends increasing administrative and parental support for rural schools, improving access to modern educational resources, and conducting continuous monitoring of teacher performance and student progress. Strengthening teacher motivation, reducing occupational stress, and promoting healthy teacher-student relationships can significantly improve English language learning outcomes among rural students in Sri Lanka.

Keywords: *Teacher Effectiveness, English Language Learning, Rural Education, G.C.E. O/L Examination, Student Performance, Classroom Management, Sri Lankan Education System*

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The Effectiveness of Neuro-Linguistic Programming (NLP), Clinical Hypnotherapy, and Psychological Coaching on Employee Productivity, Turnover Intervention, and Mental Well-being

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Introduction

Contemporary organizations operate in highly competitive, technology-driven, and performance-oriented environments. Employees are expected to adapt quickly to change, maintain productivity, collaborate effectively, and sustain high levels of performance. However, these expectations often increase workplace pressure, stress, anxiety, emotional fatigue, and reduced motivation. Such conditions can negatively affect employee productivity, mental well-being, job satisfaction, and organizational commitment.

Employee productivity remains one of the most important determinants of organizational success. When employees are psychologically healthy, motivated, and confident, they are more likely to perform effectively, communicate positively, and remain committed to organizational goals. Conversely, poor mental well-being can lead to absenteeism, low performance, disengagement, interpersonal conflict, and turnover intention. Turnover intention is a major concern because it increases recruitment and training costs, interrupts operational continuity, and reduces institutional knowledge within organizations.

In response to these challenges, organizations have increasingly explored psychological and behavioral interventions to support employee development and workplace wellness. Neuro-Linguistic Programming (NLP), Clinical Hypnotherapy, and Psychological Coaching are three such approaches. NLP focuses on communication, cognitive reframing, behavioral flexibility, and positive thinking. Clinical Hypnotherapy supports stress reduction, anxiety management, emotional control, and subconscious cognitive restructuring. Psychological Coaching supports motivation, goal setting, self-awareness, confidence, leadership development, and performance improvement.

Although these interventions are increasingly discussed in professional and organizational contexts, limited empirical attention has been given to their combined effectiveness across industrial, service, and financial sectors. This study therefore examined how these interventions contributed to employee productivity, turnover intention, and mental well-being in different workplace settings.

Accordingly, the completed study was guided by the following objectives:

- a To examine the effectiveness of NLP, Clinical Hypnotherapy, and Psychological Coaching interventions in enhancing employee productivity.
- b To analyses the effect of these interventions on employee turnover intention.

- c To assess the effectiveness of these interventions in improving employee mental well-being across industrial, service, and financial sectors.
- d To compare the perceived usefulness of different interventions among employees from different occupational categories.

Methodology

This study adopted a quantitative research approach using descriptive and correlational methods. The approach was appropriate because the research aimed to measure employee perceptions, identify patterns, and examine relationships between psychological interventions and employee outcomes. The study was conducted among employees working in industrial, service, and financial sector organizations.

The target population consisted of employees from manufacturing organizations, administrative and service-based organizations, and banking or financial institutions. These sectors were selected because they represent different workplace demands, including production pressure, customer service stress, administrative workload, financial accountability, and performance targets. The sample included managers, supervisors, and frontline employees who had at least one year of work experience in their respective organizations.

Primary data were collected using a structured questionnaire. The questionnaire covered demographic information, exposure to psychological interventions, employee productivity, turnover intention, and mental well-being. The intervention-related items focused on employees' experiences of NLP-based techniques, Clinical Hypnotherapy-related stress management practices, and Psychological Coaching support. Responses were measured using scaled items to allow statistical analysis.

The data were analyzed using descriptive statistics, correlation analysis, and regression-based interpretation. Descriptive statistics were used to summarize participant characteristics and general response patterns. Correlation analysis was used to identify the direction and strength of relationships among the variables. Regression-based interpretation was used to understand the predictive contribution of psychological interventions to productivity, turnover intention, and mental well-being.

Ethical considerations were maintained throughout the study. Participation was voluntary, informed consent was obtained, and respondents were assured of confidentiality. No personally identifiable information was disclosed in the reporting of findings.

Results and Findings

The findings showed that psychological interventions were meaningfully associated with improved employee outcomes. Employees who had received or experienced psychological support through NLP, Clinical Hypnotherapy, or Psychological Coaching reported better

workplace confidence, improved emotional control, enhanced motivation, and stronger capacity to manage work-related stress.

Psychological Coaching showed a strong practical contribution to productivity-related outcomes. Employees reported that coaching helped them clarify goals, improve self-discipline, manage workplace challenges, and develop confidence in their work roles. Coaching was particularly useful for employees who had performance targets, leadership responsibilities, or customer-facing duties.

Clinical Hypnotherapy-related practices were mainly associated with mental well-being outcomes. Employees who engaged in stress reduction, relaxation, anxiety management, and emotional regulation practices reported better psychological balance and improved ability to cope with workplace pressure. This intervention was especially relevant in high-pressure financial and service-sector contexts.

NLP-related interventions were associated with communication improvement, positive thinking, interpersonal awareness, and behavioral flexibility. Employees reported that NLP techniques helped them manage workplace interactions, reframe negative thoughts, and respond more effectively to difficult situations.

The study also found that turnover intention was lower among employees who perceived psychological interventions as supportive and relevant to their work needs. This suggests that when employees feel emotionally supported and professionally developed, they are more likely to remain committed to their organizations.

Table 1 presents a summary of the major findings of the completed study.

Intervention	Main Employee Outcome	Overall Finding
Neuro-Linguistic Programming (NLP)	Communication, behavioral flexibility, positive thinking	Contributed to improved interpersonal relationships, emotional awareness, and positive workplace responses.
Clinical Hypnotherapy	Stress management and mental well-being	Supported anxiety reduction, emotional regulation, relaxation, and psychological resilience.
Psychological Coaching	Motivation, productivity, and goal achievement	Enhanced self-confidence, performance focus, goal clarity, and employee productivity.
Combined psychological support	Turnover intention and organizational commitment	Reduced intention to leave by strengthening employee support, confidence, and workplace satisfaction.

Discussion

The findings of this research support the view that psychological interventions can play an important role in improving workplace outcomes. Employee productivity is not determined only by technical skills, salary, or organizational systems. It is also influenced by mental well-being, motivation, emotional stability, communication quality, and confidence. Therefore, organizations that invest in employee psychological development are more likely to experience positive outcomes in productivity and retention.

Psychological Coaching emerged as a practically valuable intervention because it directly addressed motivation, performance improvement, goal setting, and self-development. In organizational settings, coaching can help employees move from passive task completion to active performance ownership. This is especially important for supervisors, managers, and employees working under measurable targets. Clinical Hypnotherapy-related practices were relevant to workplace wellness because they supported stress reduction and emotional regulation. In sectors such as banking, finance, and customer service, employees often experience high levels of pressure, responsibility, and emotional labor. Stress management interventions can therefore help employees remain psychologically balanced and function effectively under pressure.

NLP contributed mainly through communication and cognitive reframing. By helping employees understand thought patterns, language use, and behavioral responses, NLP can support better interpersonal communication and reduce negative workplace interactions. This is particularly useful in team-based environments and customer-facing roles.

Overall, the study indicates that workplace performance and employee well-being should not be treated as separate organizational priorities. A psychologically supported employee is more likely to be productive, engaged, and committed. Therefore, psychological interventions should be integrated into human resource development, employee assistance, leadership training, and organizational wellness strategies.

Recommendations

Based on the findings, organizations should integrate psychological and behavioral interventions into employee development and wellness programs. These interventions should not be treated as isolated training events, but as continuous support mechanisms connected to organizational performance and employee well-being.

Organizations should provide Psychological Coaching sessions for employees and supervisors to improve motivation, goal setting, performance awareness, and leadership confidence. Coaching may be especially useful for employees who work under performance targets or who are preparing for higher responsibilities.

Stress management and mental health awareness programs should be strengthened through evidence-informed practices, including relaxation techniques, emotional regulation methods, and professional psychological support where appropriate. Clinical Hypnotherapy-related

methods should be delivered only by qualified professionals within ethical and professional boundaries. NLP-based training can be used to improve communication, workplace relationships, positive thinking, and conflict management. Such programs should be designed carefully and evaluated regularly to ensure practical relevance and employee benefit.

Human resource departments should conduct regular employee well-being assessments to identify stress, dissatisfaction, disengagement, and turnover risk at an early stage. Organizations should also create confidential support channels so that employees can seek help without fear of stigma or negative consequences.

Future research should use longitudinal designs to examine the long-term effect of psychological interventions. Comparative studies across countries, industries, and organizational cultures would also provide deeper understanding of how these interventions operate in different workplace contexts.

Conclusion

This completed research examined the effectiveness of NLP, Clinical Hypnotherapy, and Psychological Coaching interventions in enhancing employee productivity, reducing turnover intention, and improving mental well-being across industrial, service, and financial sectors. The study found that psychological interventions were beneficial in supporting employee confidence, motivation, emotional control, communication, and workplace resilience.

Psychological Coaching was especially relevant to productivity and goal achievement, Clinical Hypnotherapy-related practices were valuable for stress reduction and mental well-being, and NLP contributed to communication and behavioral flexibility. The combined use of these interventions was associated with lower turnover intention because employees who felt psychologically supported were more likely to remain committed to their organizations.

The research concludes that psychological interventions have practical value in modern workplaces. Organizations that aim to improve performance should also prioritize employee mental well-being and psychological development. When implemented ethically, professionally, and strategically, NLP, Clinical Hypnotherapy, and Psychological Coaching can contribute to healthier, more productive, and more sustainable work environments.

Keywords: *Neuro-Linguistic Programming (NLP), Clinical Hypnotherapy, Psychological Coaching, Employee Productivity, Turnover Intention, Mental Well-being*

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A study on the Challenges Faced by Teachers in Teaching in Special Education Units

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Introduction

Special education (SE) is an essential component of an inclusive education system providing equitable learning opportunities for children with disabilities. Teachers working in special education units are responsible for addressing drivers learning, behavioral and social needs while supporting students’ academic and personal development. However, the increasing diversity of disability and the complexity of learners’ needs create significant challenges for teachers. Studies indicate that inadequate training insufficient resources behavioral management issues and limited professional support can negatively affect the quality of special the quality of SE services (Friend and Bursuck, 2019).

In Sri Lanka SE units operate within main stream schools to facilitate access to education for students with special educational needs (SEN). Despite policy efforts to strengthen inclusive education, many teachers continue to face practical difficulties in delivering effective instruction. Understanding these challenges is important for improving educational outcomes and strengthening support systems within schools.

The objectives of this study were to identify the challenges faced by teachers in teaching students with SEN, examine the strategies used to overcome these challenges, and suggest practical solutions to improve teaching and learning in SE units within the Kelaniya education zone, Sri Lanka.

Methodology

This study employed a qualitative case study research design to explore the challenges faced by the teachers. The case study approach was selected because it enabled an in-depth examination of teachers’ experiences within their natural educational context. Purposive sampling was used to select participants who were directly involved in teaching in SE units within the Kelaniya education zone. The sample consisted of 22 SE teachers including 1 travelling teacher representing 16 schools with SE units.

Data were collected through semi structured interviews, classroom observations and archival document analysis. Interviews lasting between 20 and 30 minutes were conducted at the special education resource Centre, Kelaniya. Observation sessions were carried out in three SE units over 3 separate days, while archival records relating to student enrolment, integration and resource requirements were reviewed. The validity of the study was strengthened through data triangulation by collection data from three different tools. This enabled the researcher to cross-checked findings and ensures an accurate representation of participants’ experiences.

Reliability was improved by using a structured interview schedule and observational schedule aligned with the research objectives. All participants were asked questions, ensuring consistency in data collection.

Data obtained from interviews and observations were coded and analyzed using thematic analysis. Emerging themes were identified and organized according to the study objectives.

Findings/ Results

The findings revealed several significant challenges experienced by teachers in SE units. The first major challenge was managing students with diverse disabilities, including Intellectual Disabilities, Autism Spectrum Disorder, Down’s Syndrome, ADHD, physical disabilities and rare conditions. Teachers reported difficulties in identifying individual learning needs and developing appropriate Individualized Education Plans (IEP).

A second challenge was the lack of specialized training and educational resources. Participants indicated that they had limited opportunities for professional development related to modern SE practices. Schools also lacked adequate teaching aids, therapy equipment, assistive devices and support personnel.

Behavioral and emotional difficulties among students emerged as another major concern. Teachers frequently encountered low concentration levels, communication difficulties, emotional disturbances, hyperactivity and disciplinary issues, all of which affected classroom management and learning outcomes.

Participants also highlighted excessive administrative responsibilities. The preparation of IEPs, assessments, reports, and other documentations required substantial time and effort. In addition, many teachers experience professional isolation and reported limited collaboration with therapists and mainstream teachers.

Finally, insufficient support from parents, school administrators and the wider community created additional challenges. Teachers expressed concerns regarding negative societal attitudes towards disability and difficulties in obtaining parental cooperation.

Recommendations

Several recommendations emerged from the findings. Continuous professional development programs should be provided to strengthen teachers’ knowledge of disability - specific interventions and behavior management strategies. Schools should be equipped with appropriate teaching materials, assistive technologies and therapeutic resources. Greater collaboration among teachers, therapists, health care professionals and parents should be encouraged to support student development and improve the implementation of IEPs.

Administrative procedures should be simplified to reduce paperwork and allow teachers to focus more on teaching.

Awareness programs should also be conducted to improve community understanding of disability and promote positive attitudes towards inclusive education.

Discussion

The findings demonstrate that the challenges faced by SE teachers are multidimensional and extend beyond classroom instructions. Consistent with previous research, inadequate training limited resources, and behavior management difficulties significantly influence teacher effectiveness (Florian and Black-Hawkins, 2011). The study also highlights the importance of collaborative support system in address in the complex needs of students with disabilities.

Professional isolation and excessive administrative workloads further contribute to teacher stress and may reduce opportunities for effective instructional planning. These findings suggest that improving SE required systematic interventions involving educational authorities, school administrators, parents and specialist professionals.

Conclusion

This study explored the challenges experienced by teachers working in SE units in the Kelaniya Education Zone. The finding indicate that teachers face difficulties related to managing diverse disabilities, behavior issues, resource limitations, inadequate training administrative burdens, and insufficient support systems. Despite these challenges, teachers remain committed to supporting students with SEN.

Addressing these issues through enhanced training improved resources, stronger collaboration, and supporting policies will contribute to the effectiveness of SE services and the promotion of inclusive education services and the promotion of inclusive education.

Keywords: *Special Education (SE), Special Educational Needs (SEN), inclusive education, teachers’ challenges*

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A Study on the Impact of Artificial Intelligence Usage in Higher Education in Sri Lanka

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Introduction

Artificial Intelligence (AI) has become one of the most influential technological developments shaping modern higher education. AI-powered tools such as intelligent tutoring systems, virtual learning assistants, automated assessment platforms, plagiarism detection systems, learning analytics, and generative AI applications are increasingly used by students, lecturers, and academic administrators. In the Sri Lankan higher education context, AI has created new opportunities to improve learning access, academic support, teaching efficiency, and institutional decision-making. However, its rapid adoption has also raised concerns regarding academic integrity, overdependence on technology, unequal digital access, data privacy, and the weakening of independent critical thinking. Therefore, this study examines the impact of Artificial Intelligence usage in higher education in Sri Lanka, with special attention to students’ learning experiences, academic performance, teaching practices, technological readiness, and ethical challenges. The study is significant because Sri Lankan higher education institutions are increasingly expected to modernize teaching and learning while maintaining academic quality, fairness, and responsible technology use.

Methodology

This study adopted a quantitative research approach to examine the impact of AI usage among undergraduate and postgraduate students in higher education institutions across Sri Lanka. A structured questionnaire was used as the main data collection instrument. The questionnaire focused on students’ level of AI usage, purposes of AI adoption, perceived benefits, academic performance improvement, learning efficiency, accessibility to educational resources, critical thinking development, academic integrity concerns, and technological readiness. The target population consisted of students enrolled in universities, private higher education institutes, and professional education providers. A convenience sampling method was used to collect responses from students who had experience using AI tools for academic purposes. The collected data were analyzed using descriptive statistical methods to identify common patterns, trends, and perceptions related to AI usage in higher education. This methodology enabled the researcher to obtain measurable evidence regarding how AI influences learning behavior, academic engagement, and educational outcomes in the Sri Lankan higher education sector.

Findings

The findings indicate that AI usage has a noticeable positive impact on students’ learning experiences in higher education. Many students use AI tools to clarify difficult concepts, summarize academic materials, generate ideas, improve writing, translate content, and prepare for assignments and examinations. AI was found to support self-directed learning by giving students quick access to explanations and learning resources outside the classroom. The findings also suggest that AI contributes to improved learning efficiency, as students are able to save time in searching for information, organizing study materials, and receiving instant academic support. Furthermore, AI tools appear to enhance students’ confidence in handling academic tasks, particularly among learners who face difficulties in academic writing, language use, and subject comprehension. However, the study also identified several challenges. Some students rely heavily on AI-generated answers without critically evaluating the accuracy of information. Academic integrity concerns, including plagiarism, unauthorized AI-assisted writing, and reduced originality, were also highlighted. In addition, differences in digital literacy, internet access, and awareness of ethical AI use affect the effective adoption of AI in higher education.

Discussion

The results show that AI has the potential to transform Sri Lankan higher education by making learning more personalized, flexible, and accessible. AI tools can support students with different learning abilities and provide additional guidance beyond traditional classroom teaching. For lecturers, AI can assist in preparing teaching materials, designing assessments, providing feedback, and identifying students’ learning difficulties. However, the findings also reveal that AI should not be treated as a replacement for human teaching, academic judgement, or student effort. Instead, it should be used as a supportive educational tool. The main concern is that irresponsible AI usage may weaken students’ analytical thinking, creativity, and independent academic writing skills. Therefore, the impact of AI depends largely on how students and institutions use it. If AI is used ethically and critically, it can enhance educational quality. If it is used mainly to complete academic work without understanding, it may negatively affect academic standards and student development. This creates a need for clear institutional policies, lecturer training, student awareness, and assessment reforms.

Recommendation

Higher education institutions in Sri Lanka should develop clear guidelines on the acceptable and unacceptable use of AI in academic work. Students should be educated on ethical AI usage, academic integrity, citation practices, and the limitations of AI-generated content. Lecturers should redesign assessments to encourage critical thinking, reflection, oral explanation, practical application, and originality rather than depending only on written assignments. Institutions should also provide training programs for both lecturers and students to improve AI literacy and digital competence. Furthermore, universities and private higher education providers should ensure equal access to digital infrastructure so that AI does not widen the gap

between students with different technological backgrounds. Policymakers should introduce national-level guidance on responsible AI integration in higher education, including data privacy, fairness, transparency, and quality assurance. AI should be integrated into higher education in a balanced manner that strengthens learning outcomes while protecting academic values.

Conclusion

This study concludes that Artificial Intelligence usage has a significant impact on higher education in Sri Lanka. AI contributes positively to students’ learning efficiency, access to educational resources, academic confidence, and personalized learning support. It also provides opportunities for lecturers and institutions to improve teaching practices and academic administration. Nevertheless, the benefits of AI are accompanied by important risks, especially related to academic integrity, overdependence, misinformation, unequal access, and ethical use. Therefore, AI should be integrated into higher education through responsible policies, proper training, and student-centered teaching strategies. The study highlights that AI can support innovation and quality improvement in Sri Lankan higher education, but its success depends on ethical, critical, and well-regulated implementation.

Keywords: *Artificial Intelligence, Higher Education, Sri Lanka, Educational Technology, Academic Performance, Teaching and Learning*

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ඇඟලුම් කර්මාන්තයේ නියුතු සේවකයින්ගේ වෘත්තීය ආතතිය සහ ඒ හරහා හටගන්නා මනෝ-කායික රෝග ලක්ෂණ පිළිබඳ සායනික මනෝවිද්‍යාත්මක අධ්‍යයනයක් (මහනුවර අකුරුණ ප්‍රදේශයේ පිහිටි ඇඟලුම් ආයතනයක් ඇසුරින්)

මොහොමඩ් කාසිම් සිත්ති නසිරා

පශ්චාත් උපාධි අධ්‍යයන පීඨය, යුරේසියානු සරසවිය, ශ්‍රී ලංකාව

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හැඳින්වීම

ශ්‍රී ලංකාවේ ආර්ථිකය තුළ ඇඟලුම් කර්මාන්තය ප්‍රමුඛතම කාර්යභාරයක් ඉටු කරන අතර, විශේෂයෙන්ම විදේශ විනිමය ඉපැයීමේ ප්‍රධානතම මාර්ගයක් වන මෙම කර්මාන්තයේ සාර්ථකත්වය සම්පූර්ණයෙන්ම පාහේ රඳා පවතින්නේ මානව ශ්‍රමය මතය. එහෙත්, ගෝලීය වෙළෙඳපොළ තරගකාරීත්වය හමුවේ සේවකයින් වෙත පැටවෙන දැඩි නිෂ්පාදන ඉලක්ක සහ අවිවේකී සේවා පරිසරය හේතුවෙන් ඔවුන් දැඩි මානසික පීඩනයකට ලක්ව සිටිති. මෙලෙස අඛණ්ඩව පවතින වෘත්තීය ආතතිය (Occupational Stress) හේතුවෙන් සේවකයින්ගේ රැකියා තෘප්තිය අඩුවීම, සේවයට වාර්තා නොකිරීමේ ප්‍රතිශතය ඉහළ යාම සහ අවසන් ප්‍රතිඵලයක් ලෙස නිෂ්පාදන ඵලදායිතාවය පහත වැටීම වර්තමානයේ බහුලව දක්නට ලැබෙන ගැටලුවකි. සායනික මනෝවිද්‍යාවේ එන ජීව-මනෝ-සමාජීය ආකෘතියට (Biopsychosocial Model) අනුව, අඛණ්ඩව පවතින මානසික ආතතිය හුදු මනෝවිද්‍යාත්මක තත්ත්වයක් ලෙස පමණක් නොනැවතී, එය ශාරීරික රෝග ලක්ෂණ බවට පරිවර්තනය වේ. මෙම ක්‍රියාවලිය මනෝවිද්‍යාව තුළ ‘දේහීකරණය’ (Somatization) ලෙස හැඳින්වේ. පැහැදිලි වෛද්‍යමය හෝ කායික හේතුවක් සොයාගත නොහැකි නිරන්තර හිසරදය, ගැස්ට්‍රයිටිස් තත්ත්වයන්, අත් පා හිරිවැටීම, ඔක්කාරය, නිද්‍රා බාධා, පපුවේ වේදනාව සහ ශ්වසන අපහසුතා වැනි පුළුල් පරාසයක පැතිරුණු මනෝ කායික රෝග ලක්ෂණ (Psychosomatic Symptoms) සඳහා මූලිකම හේතුව වන්නේ මෙලෙස කළමනාකරණය නොකළ මානසික පීඩනයයි. ශ්‍රී ලාංකීය ඇඟලුම් ක්ෂේත්‍රය තුළ සේවකයින්ගේ ආතතිය පිළිබඳව විවිධ අධ්‍යයනයන් සිදු කර තිබුණ ද සායනික මනෝවිද්‍යාත්මක දෘෂ්ටිකෝණයකින් මෙම මනෝ කායික රෝග ලක්ෂණ සහ ආතතිය අතර ඇති සෘජු සහසම්බන්ධතාවය පිළිබඳව ප්‍රමාණවත් පර්යේෂණ මෙතෙක් සිදුවී නොමැත. එබැවින්, මහනුවර අකුරුණ ප්‍රදේශයේ පිහිටි ඇඟලුම් ආයතනය පදනම් කරගනිමින් සිදු කරන ලද මෙම සායනික මනෝවිද්‍යාත්මක පර්යේෂණයේ ප්‍රධාන අරමුණ වූයේ, වෘත්තීය ආතතිය සහ ඒ හරහා හටගන්නා මනෝ කායික රෝග ලක්ෂණ අතර පවතින සායනික සහසම්බන්ධතාවය විමර්ශනය කිරීමයි. තවද, මෙම අධ්‍යයනය හරහා ලබාගන්නා දත්ත මගින් ඇඟලුම් ක්ෂේත්‍රයේ සේවකයින්ගේ මානසික සුවතාවය ඉහළ නැංවීම සඳහා මනෝවිද්‍යාත්මක මැදිහත්වීම් හඳුන්වා දීමේ වැදගත්කම අවධාරණය කිරීම ද මෙහි අකුරු අරමුණක් විය.

ක්‍රමවේදය

මෙම පර්යේෂණය සඳහා ප්‍රමාණාත්මක සහ ගුණාත්මක දත්ත යන ද්විත්වයම සම්මිශ්‍රණය වූ මිශ්‍ර-ක්‍රමවේද පර්යේෂණ සැලැස්මක් භාවිතා කරන ලදී. JAS Activewear ආයතනයේ සේවයේ නියුතු සේවකයින් 150 දෙනෙකුගෙන් යුත් නියැදියක් පර්යේෂණය සඳහා තෝරා ගන්නා ලද්දේ සසම්භාවී නොවන පහසු නියැදීමේ ක්‍රමවේදයක් යටතේය. ප්‍රාථමික දත්ත එක්දසේ කිරීම සඳහා ප්‍රමිතිගත පෙර පරීක්ෂා කරන ලද ප්‍රශ්නාවලියක් භාවිතා කළ අතර, එය ජාත්‍යන්තරව පිළිගත් (Perceived Stress Scale - PSS) මනෝමිතික මෙවලම ඇසුරින් සකස් කරන ලදී. ඊට අමතරව තෝරාගත් සේවකයින් කිහිප දෙනෙකු සමඟ අර්ධ ව්‍යුහගත සම්මුඛ සාකච්ඡා පවත්වන ලදී. රැස්කරන ලද ප්‍රමාණාත්මක දත්ත විශ්ලේෂණය සඳහා හරස්-වගු ක්‍රමවේදයන් සහ විස්තරාත්මක සංඛ්‍යානාය යොදා ගත් අතර, ගුණාත්මක දත්ත තේමාත්මක විශ්ලේෂණයක් හරහා අධ්‍යයනය කරන ලදී.

ප්‍රතිඵල සහ සොයාගැනීම්

දත්ත විශ්ලේෂණයේ දී පර්යේෂණ නියැදියෙන් (76.67%) ක්, එනම් සේවකයින් 150 දෙනාගෙන් 115 දෙනෙකුම ආයතනය තුළ පවතින ඉහළ මානසික පීඩනය හේතුවෙන් විවිධ මනෝ-කායික රෝග ලක්ෂණවලින් පෙළෙන බව තහවුරු විය. මෙම පීඩාවන් ප්‍රධාන වශයෙන් හිසරදය, මාංශ පේශී සහ සන්ධි වේදනාව (විශේෂයෙන් කොන්ද සහ ගෙල ආශ්‍රිතව), ගැස්ට්‍රයිටිස් (ආමාශගත රෝග) සහ නින්ද නොයාම වැනි දේහිකරණ ලක්ෂණ ලෙස බාහිරව ප්‍රදර්ශනය වේ.

ජනවිද්‍යාත්මක දත්ත විශ්ලේෂණයට අනුව, මෙම අවදානමට වඩාත්ම ගොදුරු වී ඇත්තේ ආයතනයේ සේවය කරන තරුණ කාන්තා සේවිකාවන් ය. පවුලේ වගකීම් සහ රැකියාවේ ආතතිය යන ද්විත්ව භූමිකාවන් සමබර කරගැනීමට සිදුවීම මීට ප්‍රධාන හේතුවක් බව සොයාගන්නා ලදී. තව ද, ආයතනය මගින් ලබා දෙන ඉහළ නිෂ්පාදන ඉලක්ක දැඩි කාල කළමනාකරණ ගැටලු සහ සේවකයින්ගේ සෞඛ්‍ය තත්ත්වය පිළිබඳව ප්‍රමාණවත් අවධානයක් යොමු නොකරමින් හුදෙක් නිෂ්පාදනය මත පමණක් පදනම්ව ක්‍රියාත්මක වන බාහිර අභිප්‍රේරණ දීමනා ක්‍රම (උදා: පැමිණීමේ දීමනා ලබාගැනීම සඳහා අසනීප තත්ත්වයන් යටතේ වුවද සේවයට වාර්තා කිරීම) මෙම ආතතිය තීව්‍ර කරන ප්‍රධානතම සාධක බව පර්යේෂණයේ දී තවදුරටත් අනාවරණය විය.

සාකච්ඡාව

මෙම පර්යේෂණයේ සොයාගැනීම් සායනික මනෝවිද්‍යාවේ ප්‍රයත්න ප්‍රතිලාභ අසමතුලිතතා ආකෘතිය (Effort-Reward Imbalance Model) සමග මනාව ගැලපේ. සේවකයින් තමන් යොදනු ලබන අධික ශාරීරික හා මානසික ප්‍රයත්නයට සාපේක්ෂව ප්‍රමාණවත් විවේකයක්, ඇගයීමක් හෝ චිත්තවේගීය සහයක් නොලබන විට, ස්වයංක්‍රීය ස්නායු පද්ධතිය නිරන්තර උත්තේජනයකට ලක්ව පවතී. මෙම අඛණ්ඩ ආතති ප්‍රතිචාරය අවසානයේ දී සේවකයින්ගේ ප්‍රතිශක්තිකරණ පද්ධතිය දුර්වල කරන අතර, එහි සෘජු ප්‍රතිඵලයක් ලෙස ඉහත කී මනෝ-කායික රෝග හටගනී. ආයතනික කළමනාකාරිත්වය මෙම මනෝවිද්‍යාත්මක සාධක නොසලකා හරිමින් හුදෙක් ඖෂධීය ප්‍රතිකාර මත පමණක් යැපීම, රෝගයේ මූලය සුවපත් නොකරන තාවකාලික පිළියමක් පමණක් බව මෙම අධ්‍යයනයෙන් සාකච්ඡා කෙරේ.

යෝජනා

ඇගයුම් කර්මාන්තයේ සේවකයින් මුහුණ දෙන මෙම සංකීර්ණ වෘත්තීය ආතතිය සහ දේහිකරණ ලක්ෂණ අවම කිරීම සඳහා, හුදු මානව සම්පත් හෝ සාමාන්‍ය උපදේශන මැදිහත්වීම්කින් ඔබ්බට ගිය, වෘත්තීය මට්ටමේ සායනික මනෝවිද්‍යාත්මක මැදිහත්වීම් ආයතනික පද්ධතියට ඒකාබද්ධ කළ යුතු බව මෙයින් යෝජනා කෙරේ. ඒ අනුව, ප්‍රථමයෙන්ම ආයතනය තුළ මානසික සෞඛ්‍ය ඒකකයක් ස්ථාපිත කර, ඒ සඳහා සුදුසුකම් ලත් සායනික මනෝවිද්‍යාඥවරයෙකු පූර්ණකාලීනව හෝ බාහිර උපදේශකවරයෙකු ලෙස පත් කිරීම අත්‍යවශ්‍ය වේ. මෙම වෘත්තිකයාගේ සෘජු අධීක්ෂණය යටතේ සේවකයින්ගේ අතාර්ථික විශ්වාසයන් සහ සෘණාත්මක සිතුවිලි වෙනස් කිරීම සඳහා සහේතුක චිත්තවේගීය වර්ග ප්‍රතිකාරය (REBT) සහ ප්‍රජානන වර්ග ප්‍රතිකාර ක්‍රම (CBT) ක්‍රියාත්මක කළ යුතුය. තව ද, පවුලෙන් වෙන්වී සිටීම හෝ පෞද්ගලික පසුබෑම් හේතුවෙන් කම්පනයට පත්ව සිටින සේවකයින් සඳහා වෘත්තීය ශෝක ප්‍රතිකාර (Grief Therapy) ලබා දීමත්, හුදෙක් මූල්‍යමය දීමනා මත පමණක් පදනම් නොවී සේවකයින්ගේ අභ්‍යන්තර මානසික ශක්තිය වර්ධනය කිරීම සඳහා අභිප්‍රේරණාත්මක මනෝවිද්‍යාත්මක මැදිහත්වීම් සිදු කිරීමත් ප්‍රධාන යෝජනා ලෙස මෙහි දී අවධාරණය කෙරේ. සායනික මනෝවිද්‍යාත්මක මැදිහත්වීම්, ආයතනය තුළ පූර්ණකාලීන හෝ අර්ධ කාලීන වෘත්තීය මනෝවිද්‍යාත්මක උපදේශන සේවාවක් (Employee Assistance Program - EAP) ස්ථාපිත කිරීම, මානව සම්පත් ක්‍රියාකාරී සැලැස්ම, නිෂ්පාදන ඉලක්ක සහ දිරිදීමනා ලබාදීමේ ක්‍රමවේදයන් සේවකයින්ගේ මානසික හා ශාරීරික සෞඛ්‍යයට හානි නොවන අයුරින් ප්‍රතිව්‍යුහගත කිරීම අධ්‍යයනයේ යෝජනාවන් බවට පත්වේ.

නිගමනය

මෙම පර්යේෂණයේ අවසන් නිගමනය වන්නේ, ඇගයුම් කර්මාන්තයේ සේවකයින්ගේ වෘත්තීය ගැටලු කළමනාකරණය කිරීම සඳහා හුදු භෞතික සුබසාධනය (උදා: ආහාර ලබාදීම, ප්‍රවාහනය) හෝ සාම්ප්‍රදායික ආයතනික වෛද්‍ය පහසුකම් පමණක් තවදුරටත් ප්‍රමාණවත් නොවන බවයි. සේවකයින්ගේ ඵලදායීතාවය සහ ජීවන තත්ත්වය නංවාලීම සඳහා ආයතනික පද්ධතිය තුළට සායනික මනෝවිද්‍යාත්මක මැදිහත්වීම් ඒකාබද්ධ කළ යුතු බව මෙම නිබන්ධනය මගින් අවධාරණය කරනු ලබයි.

මූල පද: වෘත්තීය ආතතිය, මනෝ-කායික රෝග ලක්ෂණ, සායනික මනෝවිද්‍යාව, දේහිකරණය, ප්‍රජානන වර්ධන ප්‍රතිකාර ක්‍රමය

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විවාහ අතෘප්තිය සහ ගැටුම් නිරාකරණය සඳහා ජ්‍යෝතිෂය, මනෝවිද්‍යාත්මක උපදේශන මෙවලමක් ලෙස භාවිත කිරීම පිළිබඳ අධ්‍යයනයක් (කොළඹ නගරය ඇසුරින්)

වීරරත්න කේ.එච්.ඒ.ඩී.කේ

මානවශාස්ත්‍ර හා සමාජ විද්‍යා පීඨය, යුරේසියානු සරසවිය, ශ්‍රී ලංකාව
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හැඳින්වීම

ශ්‍රී ලාංකික සමාජ-සංස්කෘතික රාමුව තුළ විවාහය යනු පවුල් ඒකක සහ සංස්කෘතික වටිනාකම් පද්ධතීන් ඒකාබද්ධ කරන සංකීර්ණ ආයතනයකි. වර්තමාන නාගරික සන්දර්භය තුළ විවාහ අතෘප්තිය සහ පවුල් බිඳවැටීම් ශීඝ්‍රයෙන් වර්ධනය වන සමාජ-මනෝවිද්‍යාත්මක අර්බුදයක් බවට පත්ව ඇත. මේ සඳහා බලපාන ප්‍රධාන සාධකය ලෙස බටහිර මනෝවිද්‍යාත්මක උපදේශන ආකෘතීන් සහ දේශීය සංස්කෘතික විශ්වාස පද්ධතීන් අතර පවතින ‘සංස්කෘතික විසන්ධිතාවය (Cultural Disconnect)’ හඳුනා ගත හැකිය. ඇතැම් අධ්‍යයනයන්ගෙන් (Weeraratne, 2023) තහවුරු වන ආකාරයට, නාගරික ප්‍රජාව මානසික පීඩනයන් හමුවේ ප්‍රථමයෙන් ම ජ්‍යෝතිෂමය සහන පතා යාම හේතුවෙන් මෙම පරතරය තවදුරටත් පුළුල් වේ. මෙම පර්යේෂණය මගින් ජ්‍යෝතිෂය “සංස්කෘතික පාලමක්” ලෙස භාවිතා කරමින් ඒකාබද්ධ උපදේශන ආකෘතියක (Integrative Model) ඵලදායීතාව ගවේෂණය කරනු ලබයි.

මෙම අධ්‍යයනය ප්‍රධාන අරමුණු දෙකක් කිහිපයක් සාක්ෂාත් කර ගැනීම සඳහා මෙහෙයවනු ලැබේ. ශ්‍රී ලාංකික සේවාදායකයන්ගේ විවාහ ගැටලු නිරාකරණය කිරීමේ දී ජ්‍යෝතිෂමය මැදිහත්වීම් සහ මනෝවිද්‍යාත්මක උපදේශනය ඒකාබද්ධ කිරීමේ සායනික ඵලදායීතාවය ඇගයීම හා ජ්‍යෝතිෂමය පෞරුෂ විග්‍රහයන් උපදේශන ක්‍රියාවලිය තුළ ප්‍රතිකාරාත්මක බැඳීම (Therapeutic Rapport) ශක්තිමත් කිරීමට බලපාන ආකාරය හඳුනා ගැනීම මෙම අධ්‍යයනයේ ප්‍රධාන අරමුණු වේ.

ක්‍රමවේදය

මෙම අධ්‍යයනය සඳහා ප්‍රමාණාත්මක සහ ගුණාත්මක දත්ත විශ්ලේෂණය ඇතුළත් මිශ්‍ර පර්යේෂණ ක්‍රමවේදයක් භාවිතා කරන ලදී. මෙම පර්යේෂණය සඳහා නියැදිය ලෙස පුද්ගලික රෝහල්, රජයේ රෝහල් තුළ (මනෝ වෛද්‍ය සායන, මිතුරු පියස, යොවුන් පියස සායන) හා ප්‍රදේශයේ ප්‍රසිද්ධ ජන්ම පත් පරීක්ෂා කරන ස්ථාන, සමඟ කරන මණ්ඩල වෙත ගැටුම් නිරාකරණය සඳහා පැමිණෙන පිරිස්, ආගමික ස්ථාන තුළ විවාහ උපදේශන සැසි වලට පැමිණෙන අය සහ මාතෘ සායන සඳහා පැමිණෙන පිරිස් ඇසුරින් අන්තර්ජාලය භාවිතය තුළින් අන්තර්ජාලය තුළ කණ්ඩායමක් සකස් කර (Social Media group) ඒ හරහා ගැටුම්කාරී පරිසර තුළ, විවාහ විමට සිටින, විවාහ වී කලක් ගත වී ඇති අයගේ එම කාල සීමා අනුව කණ්ඩායම් වෙන් කරමින් පරිමාර්ථගත නියැදීමේ ක්‍රමය භාවිත කරමින් පුද්ගලයින්ගෙන් 1000 ක නියැදියක් භාවිත කරමින් මෙම අධ්‍යයනය සිදුකරන ලදී.

මෙහිදී, දත්ත රැස් කිරීම සඳහා අර්ධ ව්‍යුහගත ප්‍රශ්නාවලි, අර්ධ-ව්‍යුහගත සම්මුඛ සාකච්ඡා, සහභාගිත්ව නිරීක්ෂණ, හිම බෝල ක්‍රමය සහ සායනික නිරීක්ෂණ සටහන් අන්තර් ජාල ප්‍රශ්නාවලි (google form), මුහුණු පොතේ පෝස්ට් වලට ලැබෙන පිළිතුරු ආදිය භාවිතා කරන ලදී.

මෙම අධ්‍යයනයේ දත්ත රැස් කිරීමේ සහ විශ්ලේෂණය අදියර තුනකින් සමන්විත විය. මුල් අදියර සහභාගි වන්නන්ගේ ජ්‍යෝතිෂමය නැඹුරුව සහ ආකල්ප මැනීම සේවාදායකයන්ගේ පෞරුෂ ලක්ෂණ සහ වර්ග රටාවන් විමර්ශනය කිරීම හරහා තෝරාගත් සේවාදායකයන් 10 දෙනෙකු ඇසුරින් ගැඹුරු සිද්ධි අධ්‍යයන සිදු කරන ලදී.

දෙවන අදියරේදී, එක් එක් සහභාගී වන්නාගේ ජන්ම පත්‍ර (Birth Charts) විග්‍රහ කරන ලදී. මෙහි දී බාහත් පරාශර හෝරා ශාස්ත්‍රය සහ සාරාවලී මූලධර්මයන්ට අනුව 7 වැන්න සහ කුජ (Mars) ග්‍රහයාගේ පිහිටීම මගින් නිරූපණය වන ‘ආවේග පාලනය’ පිළිබඳ වත්, සිකුරු (Venus) ග්‍රහයා පීඩාවට පත්වීම හරහා ඇතිවන ‘වික්තවේගීය සිතල බව’ (Emotional Numbness) පිළිබඳවත් අවධානය යොමු කරන ලදී. තවදුරටත්, ජෛමිණි සූත්‍රයන්හි එන ‘දාර කාරක’ සහ ‘උපපද ලග්නය’ පීඩා වීම මගින් පෙන්නුම් කරන අධික අවිශ්වාසය (Delusional Jealousy) මෙන් ම, ක්‍රිස්නමූර්ති පද්ධතියට (KP System) අනුව 7 වැන්නෙහි උප-අධිපති (Sub-lord) 1, 6, 10 වැනි භාවයන් නිවේදනය කිරීම හරහා ඇතිවන ‘සන්නිවේදන බිඳවැටීම්’ මනෝවිද්‍යාත්මක ව හඳුනා ගන්නා ලදී.

අවසාන අදියරේ දී, රැස් කරගත් දත්ත තේමාත්මක විශ්ලේෂණයකට ලක් කරන ලදී. එහි දී ජ්‍යෝතිෂමය විග්‍රහයන් “සංස්කෘතික රෝග විනිශ්චය මෙවලමක්” ලෙස යොදා ගනිමින්, සේවාදායකයාගේ ගැටලුව මනෝවිද්‍යාත්මක ව අර්ථකථනය කර වර්ගාත්මක වෙනසක් ඇති කිරීම උදෙසා ඒකාබද්ධ උපදේශන මැදිහත් වීමක් (Integrative Intervention) සිදු කරන ලදී. මෙම සමස්ත ක්‍රියාවලිය සායනික නිරීක්ෂණ සටහන් (Clinical Logs) ඇසුරින් සති අටක කාලයක් පුරා අඛණ්ඩව අධීක්ෂණය කරමින්, සේවාදායකයාගේ අවිඥානික ප්‍රතිරෝධය (Unconscious Resistance) අවම වූ ආකාරය පිළිබඳ දත්ත විශ්ලේෂණය කරන ලදී.

සදාචාරාත්මක සලකා බැලීම්

පර්යේෂණය ආරම්භ කිරීමට ප්‍රථම සියලුම සහභාගීවන්නන් සඳහා පර්යේෂණයේ ස්වභාවය සහ අරමුණ පැහැදිලි කර දී, ඔවුන්ගෙන් ලිඛිත “දැනුවත් කැමැත්ත” (Informed Consent) ලබා ගන්නා ලදී. සහභාගී වන්නන්ගේ පෞද්ගලිකත්වය සහ රහස්‍යභාවය (Confidentiality) උපරිම අයුරින් ආරක්ෂා කිරීම සඳහා ඔවුන්ගේ අනන්‍යතාවය හෙළි නොවන පරිදි සංකේත නාම (Pseudonyms) භාවිතා කරන ලදී. පර්යේෂණයට සහභාගී වීම සම්පූර්ණයෙන්ම ස්වේච්ඡා පදනම මත සිදු වූ අතර, ඕනෑම අවස්ථාවක හේතු දැක්වීමකින් තොරව ඉවත් වීමේ අයිතිය සහභාගී වන්නන්ට ලබා දී තිබුණි. තවද, සියලුම දත්ත රැස් කිරීමේ කටයුතු පර්යේෂකයා විසින් ම කල අතර එය සහය කණ්ඩායම් වලටද අදාළව අධීක්ෂණයන් යටතේ පර්යේෂණ සදාචාරාත්මක මාර්ගෝපදේශයන්ට (Ethical Guidelines) අනුකූලව සිදු කරන ලදී.

ප්‍රතිඵල සහ සොයා ගැනීම්

දත්ත විශ්ලේෂණයට අනුව, විවාහ අතෘප්තිය කළමනාකරණය කිරීමේ දී ජ්‍යෝතිෂය ප්‍රධාන “සහනදායී යාන්ත්‍රණයක්” ලෙස ක්‍රියා කරන බව තහවුරු විය. ප්‍රතිකාරාත්මක බැඳීම සහ ප්‍රතිරෝධය අවම වීම: විවාහක ගැටුම්වලට හේතු වන පෞරුෂ දුර්වලතා ‘ග්‍රහ බලපෑම්’ ලෙස අර්ථකථනය කිරීමේ දී, සේවාදායකයා තුළ පවතින මනෝවිද්‍යාත්මක ප්‍රතිරෝධය (Resistance) සැලකිය යුතු ලෙස අවම වන බව නිරීක්ෂණය විය. මෙය සාම්ප්‍රදායික උපදේශනයට වඩා වේගයෙන් ප්‍රතිකාරාත්මක බැඳීම (Therapeutic Rapport) ගොඩනැගීමට උපකාරී වේ.

ප්‍රජානන නම්‍යශීලී භාවය (Cognitive Flexibility) ගැටුම් සඳහා බලපාන සාධක ජ්‍යෝතිෂමය දෘෂ්ටිකෝණයකින් තේරුම් ගැනීම හරහා සහකරු කෙරෙහි පවතින දැඩි විවේචනාත්මක ආකල්ප ලිහිල් වන අතර, එමගින් ගැටලු දෙස වඩාත් නම්‍යශීලී ව බැලීමේ හැකියාව සේවාදායකයා තුළ වර්ධනය වේ. ගැටුම් කළමනාකරණය: තමන් පසු කරමින් සිටින්නේ ‘අපල කාලයක්’ හෝ තාවකාලික ග්‍රහ මාරුවක් යන විශ්වාසය, විවාහ අතෘප්තිය හමුවේ ඇති වන මානසික බිඳවැටීම් පාලනය කිරීමටත්, ගැටුම් දුරදිග යාම වැළැක්වීමට අවශ්‍ය මානසික ස්ථාවරත්වය (Emotional Stability) ලබා ගැනීමටත් සේවාදායකයාට සහයක් වන බව සායනිකව තහවුරු විය.

සාකච්ඡා

අධ්‍යයනයේ ආනුභවික දත්ත මගින් හෙළිදරව් වන්නේ, හුදු පාරම්පරික විශ්වාසයකට එහා ගිය ‘සංස්කෘතික-මනෝවිද්‍යාත්මක යාන්ත්‍රණයක්’ ලෙස ජ්‍යෝතිෂය ක්‍රියාත්මක වන බවයි. බටහිර මනෝවිකිත්සක ආකෘතීන් ශ්‍රී ලාංකේය සන්දර්භය තුළ සෘජුව යෙදවීමේ දී මතු වන සායනික බාධාවන් මඟ හරවා ගැනීම සඳහා, වෛදික ජ්‍යෝතිෂයේ එන ‘ප්‍රාක්ෂ්‍ය විග්‍රහයන්’ (Archetypal interpretations) ප්‍රබල ‘සංජානන ප්‍රතිව්‍යුහගතකරණය මෙවලමක්’ ලෙස භාවිත කළ හැකි බව මෙයින් තහවුරු වේ. උගත් ප්‍රජාව තුළ ද මෙම විශ්වාස පද්ධතිය මුල් බැස තිබීම හරහා පෙනී යන්නේ, ජ්‍යෝතිෂය යනු උපදේශන ක්‍රියාවලිය තුළ සේවාදායකයා අඛණ්ඩව රඳවා ගන්නා (Client Retention) සහ අත්‍යවශ්‍ය ප්‍රතිකාරාත්මක බැඳීම ක්ෂණිකව ගොඩනගන ප්‍රායෝගික සායනික උත්ප්‍රේරකයක් බවයි. මෙය “මනෝවිද්‍යාව දේශීයකරණය” කිරීමේ ශාස්ත්‍රීය කතිකාවත සනාථ කරන ප්‍රබල සාක්ෂියකි.

යෝජනා

මෙම සොයාගැනීම් මත පදනම්ව, පවුල් උපදේශන ක්ෂේත්‍රය තුළ නව වෙනසක් ඇති කළ යුතු බව මෙයින් යෝජනා කෙරේ. සේවාදායකයාගේ ජ්‍යෝතිෂමය විශ්වාසයන් හුදු මිථ්‍යාවක් ලෙස ප්‍රතික්ෂේප කරනු වෙනුවට, එය යුවතිපතීන්ගේ ‘අන්තර්-පුද්ගල සතුරුභාවය’ සමනය කරන මනෝ-අධ්‍යාපනික මෙවලමක් ලෙස භාවිත කිරීමට උපදේශකයින් පුහුණු කළ යුතු ය. තම අන්තර්-පුද්ගල ගැටුම්වලට හේතුව තාවකාලික ‘ග්‍රහ බලපෑම්’ ලෙස බාහිරකරණය කිරීම හරහා, සහකරු කෙරෙහි ඇති ආක්‍රමණශීලී භාවය සහ ආරක්ෂණවාදී හැසිරීම් ලිහිල් කර, සහයෝගීතාවය වර්ධනය කිරීමේ නව්‍ය ප්‍රතිකාරාත්මක ප්‍රවේශයක් මින් යෝජනා කෙරේ.

නිගමනය

විවාහක ගැටුම් සහ අන්තර්-පුද්ගල ආතතිය කළමනාකරණය කිරීමේ දී, ජ්‍යෝතිෂය යනු ශ්‍රී ලාංකේය සේවාදායකයාගේ ‘අවිඥානික ප්‍රතිරෝධයන්’ බිඳ දමමින්, ඔවුන් ව විද්‍යාත්මක මනෝ විකිත්සාව වෙත සුමටව යොමු කරන ප්‍රබලතම “සංස්කෘතික පාලම” බව මෙම අධ්‍යයනය අවධාරණය කරයි. ඒකමානීය පැරණි උපදේශන ආකෘතීන්ගෙන් ඔබ්බට ගොස්, ජ්‍යෝතිෂයේ සංස්කෘතික ගැඹුර සහ සායනික මනෝවිද්‍යාව මුසු කළ මෙම නව ‘ඒකාබද්ධ සත්කාරක ආකෘතිය’ (Integrative Care Model) හඳුන්වා දීම හරහා, ශ්‍රී ලංකාවේ ප්‍රජා මානසික සෞඛ්‍ය සේවාවන්හි ගුණාත්මක භාවය සහ ප්‍රවේශතාව ඉහළ නංවන නව්‍ය සායනික මාවතක් මෙලෙස විවර වනු ඇත.

මූල පද: විවාහ අතෘප්තිය, ඒකාබද්ධ සත්කාරක ආකෘතිය, සංස්කෘතික පාලම, සංජානන ප්‍රතිව්‍යුහගතකරණය, මනෝවිද්‍යාව දේශීයකරණය

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ශ්‍රී ලංකාවේ සාම්ප්‍රදායික සමාජ-පරිසර පද්ධති (Social Ecological Systems - SES) ආශ්‍රිත නව අධ්‍යයන විෂය මාලාවක් සංවර්ධනය කිරීමේ කාලීන වැදගත්කම පිළිබඳ විශ්ලේෂණාත්මක අධ්‍යයනයක්

ලක්ප්‍රිය ඩී.ඒ.එස්.බී.

පශ්චාත් උපාධි අධ්‍යයන පීඨය, යුරේසියානු සරසවිය, ශ්‍රී ලංකාව
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හැඳින්වීම

වර්තමාන ලෝකය මුහුණ දෙන දේශගුණික විපර්යාස, ජෛව විවිධත්ව අඩුවීම, ජල සම්පත් හිඟය, පරිසර දූෂණය සහ වේගවත් නාගරීකරණය වැනි ගැටලු මිනිසාගේ සමාජ ජීවිතයට සහ මානසික සෞඛ්‍යයට ද සෘජුව බලපාන ප්‍රධාන අභියෝග ලෙස හඳුනාගෙන ඇත. මෙම පසුබිම තුළ පරිසර සංරක්ෂණය සම්බන්ධයෙන් විද්‍යාත්මක දැනුම පමණක් නොව සමාජ-සංස්කෘතික සහ සාම්ප්‍රදායික දැනුම් පද්ධතිවල වැදගත්කම පිළිබඳවද විශේෂ අවධානය යොමු කර ඇත. විශේෂයෙන් ශ්‍රී ලංකාව වැනි ඓතිහාසික වශයෙන් පරිසරය සමඟ සමබර සම්බන්ධතාවයක් පවත්වාගෙන ආ සමාජයක දී සාම්ප්‍රදායික සමාජ-පරිසර පද්ධති (SES) පිළිබඳ අධ්‍යයනය අතිශයින් වැදගත් වේ.

ශ්‍රී ලංකාවේ වැව් පද්ධති, කෘෂිකාර්මික සංස්කෘතිය, ගම්මාන සමාජ සංවිධාන රටාවන්, දේශීය වනාන්තර භාවිත ක්‍රම සහ ආගමික හා ආධ්‍යාත්මික අගයන් මගින් පරිසරය හා මිනිසා අතර දිගුකාලීන සම්බන්ධතාවයක් ගොඩනැගීමට දායක වී ඇත. මෙම පද්ධති තිරසාර ජීවන රටාවක් ගොඩනැගීමට පමණක් නොව පාරිසරික වගකීමහාරිත හැසිරීම් වර්ධනය කිරීමට ද උපකාරී වී ඇත.

මෙම පර්යේෂණයේ අරමුණ වන්නේ ශ්‍රී ලංකාවේ සාම්ප්‍රදායික සමාජ-පරිසර පද්ධති සංකල්පය ඇසුරින් නව අධ්‍යයන විෂය මාලාවක් සංවර්ධනය කිරීමේ අවශ්‍යතාවය විමර්ශනය කිරීම සහ එමගින් පාරිසරික මනෝවිද්‍යාත්මක හැසිරීම් වර්ධනය කිරීමට හැකි ආකාරය විශ්ලේෂණය කිරීමයි.

සමාජ-පරිසර පද්ධති සංකල්පය, පරිසරය සහ සමාජය අතර පවතින අන්‍යෝන්‍ය සම්බන්ධතාවය විස්තර කරන ප්‍රධාන සංකල්පයක් ලෙස හඳුනාගැනේ. ඔස්ට්‍රෝම් (Ostrom) විසින් ඉදිරිපත් කරන ලද සමාජ-පරිසර පද්ධති රාමුව (SES framework) මගින් ස්වභාවික සම්පත් කළමනාකරණය සහ සමාජ සහභාගීත්වය අතර ඇති සම්බන්ධතාවය විශ්ලේෂණය කිරීමට හැකි වේ. මෙම සංකල්පය තිරසාර අධ්‍යයනය (sustainability studies) පාරිසරික මනෝවිද්‍යාව (Environmental psychology) සහ සංවර්ධන අධ්‍යයනය (development studies) වැනි ක්ෂේත්‍රවල විශාල වශයෙන් භාවිතා කරනු ලබයි.

ශ්‍රී ලංකාවේ සාම්ප්‍රදායික වාරි පද්ධති පිළිබඳ Ehelepola (2018) විසින් කරන ලද අධ්‍යයන අනුව වැව් පද්ධති සමාජ සහභාගීත්වය මත පදනම් වූ තිරසාර ජල කළමනාකරණ ක්‍රමයක් ලෙස හඳුනාගත හැකි බව සඳහන් කර ඇත. Leach (1961) පුල්ඵළිය ගම්මානය පිළිබඳ කළ අධ්‍යයනය තුළ ද ගම්මාන සමාජ සංවිධානය සහ පරිසර භාවිතය අතර පවතින සම්බන්ධතාවය පැහැදිලි කර ඇත. පාරිසරික මනෝවිද්‍යාව ක්ෂේත්‍රය තුළ පරිසරය හා මිනිසාගේ හැසිරීම් අතර සම්බන්ධතාවය විශේෂයෙන් අවධාරණය කරයි. Weeraratne (2021) අනුව පරිසරය පිළිබඳ ධනාත්මක ආකල්ප වර්ධනය කිරීම සඳහා අධ්‍යාපනය ප්‍රධාන මෙවලමක් ලෙස සැලකේ. ඒ අනුව දේශීය දැනුම් පද්ධතිය අධ්‍යාපන පද්ධතියට ඇතුළත් කිරීම තිරසාර සංවර්ධනය සඳහා වැදගත් පියවරක් ලෙස හඳුනාගත හැක.

ක්‍රමවේදය

මෙම අධ්‍යයනය සඳහා ගුණාත්මක පර්යේෂණ ප්‍රවේශයක් භාවිතා කරන ලදී. ඉතිහාසමය ලේඛන, සමාජ විද්‍යාත්මක පර්යේෂණ, පරිසර මනෝවිද්‍යාත්මක සාහිත්‍ය සහ තිරසාර අධ්‍යාපනය සම්බන්ධ නවතම ලිපි විශ්ලේෂණය කර තේමාත්මක විශ්ලේෂණ ක්‍රමය භාවිතා කරන ලදී. එමෙන්ම, ශ්‍රී ලංකාවේ

සාම්ප්‍රදායික කෘෂිකාර්මික පද්ධති, වැව් සංස්කෘතිය සහ ගම්මාන සමාජ සංවිධාන රටාවන් අධ්‍යාපනික මොඩියුල හෙවත් ඉගෙනුම් ඒකක ලෙස සංවිධානය කිරීම සඳහා විෂයමාලා සිතියම්කරණ ප්‍රවේශය භාවිතා කරන ලදී. මෙහිදී ඉගෙනුම් ප්‍රතිඵල, හා ඉගැන්වීමේ ක්‍රමෝපායන් සහ ඇගයීම් ක්‍රම සලකා බලමින් සමාජ-පාරිසරික පද්ධති පදනම් කරගත් විෂයමාලා රාමුව සංවර්ධනය කරන ලදී.

ප්‍රතිඵල සහ සොයාගැනීම්

මෙම අධ්‍යයනයේ ප්‍රතිඵල අනුව සමාජ-පාරිසරික පද්ධති ආශ්‍රිත විෂය මාලාව මොඩියුල පහක් යටතේ සංවර්ධනය කළ හැකි බව හඳුනාගන්නා ලදී. පළමු මොඩියුලය ශ්‍රී ලංකාවේ සාම්ප්‍රදායික පාරිසරික දර්ශනය සහ සංස්කෘතික අගයන් පිළිබඳ අවබෝධය වර්ධනය කිරීම සඳහා යොදා ගත හැක. දෙවන මොඩියුලය වැව් පද්ධති සහ තිරසාර ජල කළමනාකරණ ක්‍රමවේද පිළිබඳ දැනුම ලබාදීමට උපකාරී වේ. තෙවන මොඩියුලය සාම්ප්‍රදායික කෘෂිකාර්මික පද්ධති සහ සමාජ සහභාගීත්වය පිළිබඳ අවබෝධය වර්ධනය කිරීමට උපකාරී වේ. සිව්වන මොඩියුලය දේශීය වන සංරක්ෂණ ක්‍රම සහ ජෛව විවිධත්ව ආරක්ෂාව පිළිබඳ අවබෝධය ලබාදීමට උපකාරී වේ. පස්වන මොඩියුලය නවතම පාරිසරික ගැටලු සඳහා සාම්ප්‍රදායික විසඳුම් භාවිතා කිරීම පිළිබඳ විශ්ලේෂණය කරයි.

මෙම මොඩියුලයන් මගින් සිසුන් තුළ පරිසර හිතකාමී ආකල්ප සහ වගකීම්භාරිත හැසිරීම් වර්ධනය කිරීමට හැකි බව පෙනී යයි.

සාකච්ඡාව

සමාජ-පාරිසරික පද්ධති පදනම් කරගත් විෂයමාලා රාමුව උසස් අධ්‍යාපන පද්ධතිය තුළ හඳුන්වාදීම මගින්, පරිසරය පිළිබඳ විද්‍යාත්මක දැනුම සහ දේශීය දැනුම අතර ශක්තිමත් සම්බන්ධතාවයක් ගොඩනැගීමට හැකි වේ. විශේෂයෙන් අත්දැකීම් පදනම් කරගත් ඉගෙනීම, ක්ෂේත්‍ර පදනම් කරගත් ඉගෙනීම, සහ ප්‍රජා සහභාගීත්ව ප්‍රවේශයන් භාවිතා කිරීම මගින් සිසුන්ගේ පරිසර සම්බන්ධ වර්ගාත්මක වෙනස්කම් ඇති කිරීමට හැකි වේ. මෙම විෂයමාලාව පාසල් සහ විශ්වවිද්‍යාල මට්ටමින් හඳුන්වාදීම මගින් තිරසාරභාවය පිළිබඳ අධ්‍යාපනය ප්‍රවර්ධනය කිරීමට ද හැකි වේ. එමෙන්ම ප්‍රතිපත්ති සම්පාදකයින් සඳහා දේශීය දැනුම භාවිතා කරමින් තිරසාර සම්පත් කළමනාකරණ ක්‍රමෝපායන් සංවර්ධනය කිරීමටද මෙය උපකාරී වේ.

නිගමනය

මෙම අධ්‍යයනයෙන් හඳුනාගන්නා ලද පරිදි ශ්‍රී ලංකාවේ සාම්ප්‍රදායික සමාජ-පරිසර පද්ධති ආශ්‍රිත විෂය මාලාවක් සංවර්ධනය කිරීම වර්තමාන අධ්‍යාපන පද්ධතියට අතිශයින් වැදගත් වේ. මෙම විෂය මාලාව මගින් පරිසරය පිළිබඳ අවබෝධය වැඩිදියුණු කිරීම පමණක් නොව තිරසාර වර්ගාත්මක වෙනස්කම් ඇති කිරීමටද දායක වේ.

මූල පද: සාම්ප්‍රදායික දැනුම, සමාජ-පරිසර පද්ධති, පාරිසරික මනෝවිද්‍යාව, තිරසාර සංවර්ධනය, අධ්‍යයන විෂය මාලා සංවර්ධනය

විමර්ශන ග්‍රන්ථ

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දරුවන්ගේ විදේශ සංක්‍රමණ ඩිමෙන්ශියා රෝගයෙන් පෙළෙන වයෝවෘද්ධ දෙමාපියන්ගේ ජීවන තත්ත්වය කෙරෙහි බලපාන ආකාරය පිළිබඳව මනෝවිද්‍යාත්මක අධ්‍යයනයක් (කොළඹ ප්‍රදේශය ඇසුරින්)

දුලනි භානුමා විචිත්‍රමාලා ජයසිංහ

මනෝවිද්‍යා අධ්‍යයන අංශය, යුරේසියානු සරසවිය ශ්‍රී ලංකාව

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හැඳින්වීම

ශ්‍රී ලංකාවෙන් සහ විශේෂයෙන් කොළඹ නගරය කේන්ද්‍ර කරගනිමින් සිදුවන විදේශ සංක්‍රමණ මැන වසරවලදී කැපී පෙනෙන ලෙස ඉහළ ගොස් තිබුණි. ආර්ථික හා අධ්‍යාපන අවශ්‍යතා මූලික කරගනිමින් තරුණ ප්‍රජාව රට හැර යාමේ මෙම ප්‍රවණතාවය හේතුවෙන්, බොහෝ දෙනෙකුට සිය වයෝවෘද්ධ දෙමාපියන් මව්බිම තුළ තනි කර දමා යාමට සිදු වූ අතර, විශේෂයෙන්ම ඩිමෙන්ශියා (Dementia) රෝගයෙන් පෙළෙන දෙමාපියන් සම්බන්ධයෙන් මෙය අතිශය දැඩි සෞඛ්‍යමය හා සමාජීය අවදානමක් මතු කළේය. ශ්‍රී ලංකාව සිසුයෙන් වයස්ගත වන ජනගහනයක් සහිත රටක් බවට පත්වෙමින් පැවති පසුබිමක, මෙවැනි සමාජීය වෙනස්වීම්වල බරපතලකම තවදුරටත් තීව්‍ර විය.

ඩිමෙන්ශියාව යනු හුදෙක් ශාරීරික රෝගයක් පමණක් නොව, කාලයත් සමඟ මතකය, තර්කනය සහ සංජානන හැකියාවන්හි ක්‍රමානුකූල පිරිහීමක් ඇතිකරන සංකීර්ණ ස්නායු විද්‍යාත්මක තත්ත්වයක් වූ අතර, ඒ සඳහා ඖෂධීය ප්‍රතිකාරවලට වඩා අඛණ්ඩ රැකවරණය, සෙනෙහස සහ පවුලේ සාමාජිකයන්ගෙන් ලැබෙන සෘජු සමාජ සහයෝගය අත්‍යවශ්‍ය විය. පවුලේ ප්‍රධාන රැකබලා ගන්නන් වන දරුවන් විදේශගත වීමත් සමඟ, මෙම රෝගීන්ට අත්‍යවශ්‍ය වූ සමාජ අන්තර්ක්‍රියා සහ චිත්තවේගීය සහයෝගය දැඩි ලෙස අඩුවීමක් දක්නට ලැබුණි. මෙලෙස හුදකලා වීම සහ සමාජීය වශයෙන් වෙන්වීම හරහා ඇතිවන මානසික අවපීඩනය හේතුවෙන් ඩිමෙන්ශියා රෝගීන්ගේ සංජානන පරිහානිය අනපේක්ෂිත ලෙස වේගවත් වූ බව ගෝලීය මට්ටමේ පූර්ව අධ්‍යයන මගින් ද පෙන්වා දී තිබුණි. එහෙත් ශ්‍රී ලාංකීය සන්දර්භය තුළ මෙම ගැටලුව පිළිබඳව ප්‍රමාණවත් විද්‍යාත්මක අවධානයක් යොමු වී නැත.

එබැවින්, පර්යේෂණ පරතරය හඳුනාගනිමින් සිදු කළ මෙම පර්යේෂණයේ ප්‍රධාන අරමුණ වූයේ කොළඹ ප්‍රදේශයේ ජීවත් වන ඩිමෙන්ශියා රෝගීන් වන වයෝවෘද්ධ දෙමාපියන්ගේ සංජානන පරිහානිය කෙරෙහි, තම දරුවන් විදේශ සංක්‍රමණය වීම නිසා ඇතිවන භෞතික හා මානසික වෙන්වීම බලපාන ආකාරය විද්‍යාත්මකව විමර්ශනය කිරීමයි. තව ද, සංක්‍රමණය වූ දරුවන් සමඟ දුරස්ථව පවත්වන සන්නිවේදනයේ වාර ගණන සහ රෝගීන්ගේ මතක ශ්‍රේණිගත කිරීම් මගින් තක්සේරු කරන ලද සංජානන මට්ටම අතර පවතින සබැඳියාව සංඛ්‍යානමය වශයෙන් තක්සේරු කිරීම ද මෙම අධ්‍යයනයේ සුවිශේෂී අරමුණක් විය.

ක්‍රමවේදය

මෙම අධ්‍යයනය සඳහා ප්‍රමාණාත්මක හරස්කඩ සමීක්ෂණ සැලසුමක් භාවිතා කරන ලදී. ශ්‍රී ලංකාවේ කොළඹ ප්‍රදේශයේ වාසය කරන, විදේශයන්හි ජීවත් වන අවම වශයෙන් එක් දරුවෙකු හෝ සිටින ඩිමෙන්ශියාවෙන් පෙළෙන වයෝවෘද්ධ දෙමාපියන් 50 දෙනෙකු සහ ඔවුන්ගේ සංක්‍රමණය වූ දරුවන් 50 දෙනෙකු මෙම පර්යේෂණයේ නියැදිය ලෙස තෝරා ගැනුණි. මෙම කණ්ඩායම් දෙකෙන් ප්‍රාථමික දත්ත එක්දස කිරීම සඳහා ව්‍යුහගත ප්‍රශ්නාවලි දෙකක් භාවිතා කරන ලදී. ලබාගත් දත්ත, Microsoft Excel" සහ SPSS යන මෘදුකාංග භාවිතයෙන් විස්තරාත්මක සංඛ්‍යාලේඛන සහ ඒකපාර්ශ්වික විචල්‍ය විශ්ලේෂණය (One-way ANOVA) මගින් තක්සේරු කෙරුණි. පර්යේෂණයේ ස්වාධීන විචල්‍යය ලෙස සන්නිවේදන වාර ගණන ද, යැපෙන විචල්‍යය ලෙස සංජානන පරිහානිය ද අර්ථ දක්වා තිබුණි.

ප්‍රතිඵල සහ සොයා ගැනීම්

දත්ත විශ්ලේෂණයේ ප්‍රතිඵල අනුව, සන්නිවේදන වාර ගණන සහ වයෝවෘද්ධ දෙමාපියන්ගේ සංජානන පරිහානිය අතර සංඛ්‍යානමය වශයෙන් සැලකිය යුතු සහසම්බන්ධතාවක් ඇති බව හෙළි විය. තම දරුවන් සමග දිනපතා සන්නිවේදනය කළ වයෝවෘද්ධ දෙමාපියන්ගේ සාමාන්‍ය මතක ශ්‍රේණිගත කිරීම (2.53) අවම අගයක් ගත් අතර, එයින් ඔවුන්ගේ වඩා යහපත් සංජානන සෞඛ්‍යයක් පෙන්නුම් කෙරුණි. ඊට ප්‍රතිවිරුද්ධව, කලාතුරකින් සන්නිවේදනය කළ පුද්ගලයින් ඉහළම සාමාන්‍ය මතක ශ්‍රේණිගත කිරීමක් (3.88) ප්‍රදර්ශනය කළ අතර, එයින් වඩාත් සැලකිය යුතු සංජානන පරිහානියක් තහවුරු විය. ඒකපාර්ශ්වික ANOVA විශ්ලේෂණය මගින් $F(3,46) = 3.76$ සහ $p = 0.018$ යන සංඛ්‍යානමය අගයන් වාර්තා කරමින්, සන්නිවේදනයේ වාර ගණන මතක ශ්‍රේණිගත කිරීම් කෙරෙහි සෘජු බලපෑමක් සිදු කරන බව පෙන්වා දුන්නේය. දෛනික හා සතිපතා සන්නිවේදනය, මාසික හෝ කලාතුරකින් වන සන්නිවේදනයට වඩා ධනාත්මක සංජානන ප්‍රතිඵල ගෙන දුන්නේය.

සාකච්ඡා

පර්යේෂණ සොයාගැනීම් හරහා, ඩිමෙන්ශියාව ඇති වයෝවෘද්ධ පුද්ගලයින්ගේ සංජානන සෞඛ්‍යය පවත්වා ගැනීම සඳහා සමාජ හා චිත්තවේගීය අන්තර්ක්‍රියාවල ඇති තීරණාත්මක වැදගත්කම ඉස්මතු කෙරුණි. භෞතික වෙන්වීම හේතුවෙන් ඇතිවන හුදකලාව සහ සමාජ හුදකලාව සංජානන පරිහානියට සෘජුවම දායක වන බව මෙමගින් සනාථ විය. දරුවන්ගෙන් ලැබෙන නිත්‍ය, වාර ගණනින් වැඩි සන්නිවේදනය මානසික උත්තේජනයක් සපයන අතර එය රෝගයේ ප්‍රගතිය සමනය කිරීමට උපකාරී වන බව මෙම සොයාගැනීම් මගින් පෙන්වා දුන්නේය. මෙම පර්යේෂණ දත්ත වයස්ගත වීම, මානසික සෞඛ්‍යය සහ සංක්‍රමණ අධ්‍යයන පිළිබඳ පුළුල් සාකච්ඡා සඳහා වටිනා අවබෝධයන් එක් කළේය.

යෝජනා

සංක්‍රමණිකයන් ලෙස වෙන්වීමෙන් සිදුවන අහිතකර ප්‍රතිවිපාක අවම කිරීම සඳහා විධියෙන් ඇමතුම් සහ සමාජ මාධ්‍ය වැනි තාක්ෂණික විසඳුම් භාවිතය ප්‍රවර්ධනය කළ යුතු බව යෝජනා විය. ඒ සඳහා වයෝවෘද්ධ පුද්ගලයින්ගේ ඩිජිටල් සාක්ෂරතාව වැඩිදියුණු කිරීම අරමුණු කරගත් පුහුණු වැඩසටහන් හඳුන්වා දීම අත්‍යවශ්‍ය වේ. තව ද, පවුලේ සාමාජිකයන් නොමැති විට ඇතිවන සමාජ සම්බන්ධතා හිඟ සිරවීම සඳහා ප්‍රජා මධ්‍යස්ථාන හරහා සමාජ ක්‍රියාකාරකම් සහ ආධාරක ජාල ඇතුළත් ප්‍රජා-පාදක මැදිහත්වීම් ක්‍රියාත්මක කළ යුතුය. ප්‍රතිපත්ති සම්පාදකයින් විසින් සෞඛ්‍ය සේවා සහ සමාජ ආධාර පද්ධති ශක්තිමත් කෙරෙන පරිසරයක් නිර්මාණය කිරීම කෙරෙහි ද අවධානය යොමු කළ යුතුය.

නිගමනය

මෙම පර්යේෂණය මගින් අනාවරණය කරගත් ප්‍රතිඵල මත පදනම්ව, පවුලේ සාමාජිකයන් සංක්‍රමණිකයන් ලෙස වෙන්වීම ඩිමෙන්ශියාවෙන් පෙළෙන වයෝවෘද්ධ දෙමාපියන්ගේ සංජානන පරිහානිය කෙරෙහි සෘජු හා තීරණාත්මක බලපෑමක් ඇති කරන බව නිගමනය කරන ලදී. විශේෂයෙන් ම, කොළඹ වැනි නාගරික පරිසරයක දරුවන්ගේ විදේශගත වීම නිසා ඇතිවන භෞතික දුරස්ථභාවය, රෝගී දෙමාපියන් තුළ දැඩි හුදකලාවක් සහ මානසික අවපීඩනයක් ඇති කිරීමට හේතු වූ බව තහවුරු විය. මෙම තත්ත්වය ඩිමෙන්ශියාවේ රෝග ලක්ෂණ වේගවත් කිරීමටත්, මතකය සහ තර්කන හැකියාවන් සිසුයෙන් පිරිහීමටත් ප්‍රධාන සාධකයක් ලෙස ක්‍රියා කර තිබුණි.

තව ද, සංක්‍රමණය වූ දරුවන් සහ වයෝවෘද්ධ දෙමාපියන් අතර පවතින සන්නිවේදනයේ වාර ගණන රෝග පාලනය කෙරෙහි සුවිශේෂී බලපෑමක් ඇති කරන බව නිරීක්ෂණය විය. දෛනිකව හෝ අවම වශයෙන් සතිපතා පවත්වනු ලබන ශක්තිමත් සහ ගුණාත්මක සන්නිවේදනය, රෝගීන්ගේ චිත්තවේගීය ස්ථාවරත්වය සුරක්ෂිත කිරීමටත් සංජානන පරිහානිය අවම කිරීමටත් අත්‍යවශ්‍ය සාධකයක් ලෙස හඳුනා ගැනුණි. සන්නිවේදනය අවම වීම රෝගයේ වර්ධනය කෙරෙහි සෘණාත්මකව බලපාන අතර, තාක්ෂණය

ඔස්සේ පවත්වන සමීප සබඳතා ඩිමෙන්ශියා රෝගීන්ට ධනාත්මක මානසික උත්තේජනයක් සපයන බව මෙම පර්යේෂණය අවසානයේ නිගමනය කරන ලදී.

මූල පද: සංක්‍රමණිකයන් ලෙස වෙන්වීම, සංජානන පරිහානිය, ඩිමෙන්ශියාව, වයෝවෘද්ධ දෙමාපියන්.

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නර්තන විෂය ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලිය සඳහා ගුරුකුල අධ්‍යාපන ක්‍රමයෙහි වැදගත්කම පිළිබඳව අධ්‍යයනයක්

රත්නාමර ඩී.එල්.අයි.එස්.

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හැඳින්වීම

ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලියෙහි විධිමත් සහ අවිධිමත් ලෙස සහ උක්ත උභය ලක්ෂණ සහිත ක්‍රම වෙයි. විධිමත් පාසල් විෂය නිර්දේශයන් සහ උසස් අධ්‍යාපන ක්‍රමයන්හි අන්තර්ගත නර්තන විෂය නිර්දේශයන්හි අපේක්ෂිත අවසාන ඉගෙනුම් ඵලය ලෙස නිපුණත්වයෙන් හෙබි නර්තන ශිල්පියෙකු සමාජගත නොවීම, මෙම පර්යේෂණයේ ප්‍රධානතම ගැටලුවයි. අවිධිමත් අධ්‍යාපන ක්‍රමයක් ලෙස දැක්වෙන ගුරුකුල අධ්‍යාපන ක්‍රමය කලා ශිල්ප ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලිය සඳහා උචිතම අධ්‍යාපන ක්‍රමයක් ලෙස දැක්වීම වැදගත් වේ. ගුරුවරයා සතු අනුහුතින් ශිෂ්‍යා වෙත සම්ප්‍රේෂණය කිරීමේ ක්‍රියාවලිය සඳහා සැලසුම් කරන ලද කෙටි කාලීන කාලච්ඡේද ප්‍රමාණවත් නොවීමත්, අනුකරණය ප්‍රතිනිර්මාණය, ස්වයං අධ්‍යනය යන අධ්‍යාපන ක්‍රමෝපායන් ප්‍රමුඛ ආචාර ධර්ම පද්ධතියක් නර්තන ගුරුවරයෙකු මාර්ගයෙන් අංකුර නර්තන ශිල්පියෙකු ප්‍රවීණ නර්තන ශිල්පියෙකු දක්වා පරිවර්තනය කිරීමේ කාර්යයට භාවිත කරයි. අධ්‍යාපන විෂය ක්ෂේත්‍රයන් හි නර්තන විෂයක් ලෙස හඳාරන ශිෂ්‍යයින්ට වඩා ශිල්පීයත්වයෙන් පරිවෘත්තීය ලද ශක්‍යතාවක් ගුරුකුල ඇසුර ලබන ශිෂ්‍යයින්ට හිමි වෙයි. ශාස්ත්‍රීය දැනුම ආචාර ධර්ම හා බැඳී යහපත් ආකල්ප, දැඩි පුහුණුවෙන් ලද ශක්‍යතාවක් නර්තන විෂයට සමගාමීව ගුරුකුල අධ්‍යාපනය වඩා වැදගත් බැවින් ගුණාත්මක දත්ත පරීක්ෂාවේ දී අනාවරණය විය. කලා ශිල්පය රාමු නොවූ විෂය පථයකි. එබැවින් නර්තන විෂය ඉගැනීම උචිතම අධ්‍යාපන ක්‍රමය ගුරුකුල අධ්‍යාපන ක්‍රමය ලෙස පාසලේ සිසු ගුරු මත විමසීමෙන් අධ්‍යයනය විය..

ලෝකයේ නර්තන විෂය සම්බන්ධයෙන් ‘ගුරුකුල’ (Master – Disciple) අධ්‍යාපන ක්‍රමයන් අයතනයේ ද භාවිතා කරන ප්‍රධාන රටවල් සහ සම්ප්‍රදායන් කිහිපයකි. මෙහි දී ශිෂ්‍යයා-ගුරුවරයා සමඟ දිගුකාලීනව සෘජුව පුහුණුව ලබමින් නර්තන කලාව හා බැඳී පරම්පරාව රැකගැනීම සිදුකරයි නර්තන ගුරුකුල අධ්‍යාපනය විශේෂයෙන් ආසියාතික රටවල නර්තන සම්ප්‍රදායන් ආරක්ෂා කිරීම සඳහා ප්‍රබල පදනමක් වී තිබේ. ශ්‍රී ලංකාව, ඉන්දියාව, ජපානය, චීනය, ඉන්දුනීසියාව, තායිලන්තය, කාම්බෝජය වැනි රටවල මෙම අධ්‍යාපන ක්‍රමය විවිධ ආකාරයෙන් අද්‍යයනය දක්වාම පවතින අතර, ඒවායේ සංස්කෘතික අනන්‍යතාවය රැක ගැනීමට ද උක්ත ක්‍රමය විශාල දායකත්වයක් ලබා දෙයි. “ගුරුකුල” යන පදයේ “ගුරු” + “කුල” යන සංස්කෘත වචන දෙකෙන් නිර්මාණය වී ඇත. එහි අර්ථය වනුයේ ගුරුවරයාගේ නිවෙස හෝ ආශ්‍රමය / කලායතනය තුළ ශිෂ්‍යයන් පුහුණු කිරීමයි. මෙහිදී ආධුනික ශිෂ්‍යාට නර්තනය පමණක් නොව, ආචාර ධර්ම, චිත්තය, ආධ්‍යාත්මික වටිනාකම, සංස්කෘත හැඳින්වීම් ගුරුවරයාට ගෞරව කිරීම යන කරුණුද ඉගැන්වේ. විශේෂයෙන් ඉන්දියාවේ භරත නාට්‍යම්, කතක්, ඔඩිසිසි, කුචිපුඩි, කතකලි ආදී ප්‍රධාන නර්තන සම්ප්‍රදායන් උක්ත ඉගෙනුම් ක්‍රමය ක්‍රියාත්මක කරයි. මෙහි සුවිශේෂී ලක්ෂණ ලෙස නර්තනය ආගමික හා භක්තිමය පදනමකින් ඉගැන්වේ. තවද, මුද්‍රා, අභිනය, තාල හා රංග විධි නිවර්තව පවත්වාගෙන යයි. ඉන්දියාවේ මෙම ක්‍රමය නර්තන ශිල්පයක් පමණක් නොව සාධනාවක්” ලෙස සලකයි. ශ්‍රී ලාංකේය නර්තන සම්ප්‍රදායන්හි විශේෂයෙන්ම අභිවාර සහ වත් පිළිවෙත් අග්‍රිතව නර්තනය සම්බන්ධ වෙයි. ගුරු පරම්පරානුබද්ධව ගතික ශිල්ප ක්‍රම සහ විවිධත්වයක් පමණි. අද්‍යයන විශ්ව විද්‍යාල සහ කලායතන මගින් නර්තන අධ්‍යාපනය ලබාදුන්නද, ගුරු පරම්පරා මත පදනම් වූ පුහුණු ක්‍රම පවතී. ජපානයේද “Lemoto system” නමින් හැඳින්වෙන පුළුල්මය හා ගුරු පරම්පරා ක්‍රම පවතී. “නෝ කබුකි” මෙහිදී පවුල් පරම්පරා මගින් කලාව සුරක්ෂිත කිරීම ගුරුවරයාගේ අනුමැතියකින් තොරව ශිල්පියා වෙනස් නොකිරීම යන විශේෂ ලක්ෂණ වෙයි. ඉන්දුනීසියාවේ බාලි, ජාවා ප්‍රදේශ ආශ්‍රිතව ගුරු පදනම් වූ නර්තන පුහුණුව පවතී. මෙහි දී දේවස්ථාන හා රාජකීය උත්සව

සදහා නර්තන පුහුණුව මුහුණේ හැගීම්, ශාරීරික වලන පිළිබඳ දැඩි පුහුණුව, ගුරුවරයා මගින් ආගමික හා සංස්කෘතික සංකේත ඉගැන්වීම සිදු කරයි.

චිනයේ දී උක්ත ක්‍රමය “Master - Apprentice” ක්‍රමය යන නමින් දැක්වෙයි. චීන සම්භාව්‍ය නර්තනය, ජිංං ඔපෙරා නර්තනයන්හි ශාරීරික ශක්තිය හා ශිල්පීය චිනය පිළිබඳව අවධානය, සංගීතය, රංගනය, නර්තනය ඒකාබද්ධ කිරීමට, ගුරුවරයාගේ පෞද්ගලික මග පෙන්වීම විශේෂ වෙයි. තායි හා කාම්බෝජ නර්තන සම්ප්‍රදායන් ද රාජකීය හා ආගමික පදනමකින් නර්තන ගුරුකුල අධ්‍යාපන ක්‍රමය මත පදනම්ව ක්‍රියාත්මක වෙයි. මෙහිදී කෝන්, ලකෝන් රාජකීය කාම්බෝජ බැලේ ශෛලීන් පිළිබඳව රාජකීය නර්තන පාසල්, අංග වලන හා ශරීර භාෂාව පිළිබඳව දැඩි පුහුණුව පුරාණ ආගමික සංකේත ආරක්ෂා කිරීමක් සිදුකරයි.

ක්‍රමවේදය

මෙම පර්යේෂණය සදහා ගුණාත්මක පර්යේෂණ ක්‍රමවේදය භාවිත කරන්නට විය. මෙහි දී දත්ත රැස්කිරීමේ ක්‍රම ලෙස සාහිත්‍ය සමීක්ෂණය, සම්මුඛ සාකච්ඡා, නිරීක්ෂණ, ක්ෂේත්‍ර අධ්‍යයනය සිදු කරන්නට විය. උක්ත පර්යේෂණයේ නියැදිය ලෙස පාසැල් නර්තන ගුරුවරු, විශ්ව විද්‍යාල ආචාර්යවරු, පාරම්පරික නර්තන ශිල්පීන් සහ නර්තන ශිෂ්‍යයන් සම්බන්ධ කරගන්නා ලදී. මෙහි දී එක් වර්ගයක නියැදි විස්සක ප්‍රශ්නාවලි මගින් දත්ත ලබා ගන්නට විය. එහිදී ලබාගත් දත්ත පිළිවෙලකට යා කිරීම, වර්ග කිරීම, නිරීක්ෂනය සහ විශ්ලේෂණය මගින් අවසාන නිගමනයන්ට එළඹෙන්නට විය. තවද දත්ත විශ්ලේෂණය කිරීමේ දී විස්තරාත්මක සහ තේමාත්මක විශ්ලේෂණය සිදුකරන්නට විය.

ප්‍රතිඵල සහ සොයාගැනීම්

ප්‍රායෝගික නර්තන ගුරුවරයෙකු වශයෙන් මෙම පර්යේෂණය සිදු කිරීමෙන් මා ලද පර්යේෂණ ප්‍රතිඵල සහ සොයාගැනීම් ලෙස ගුරු කුල ක්‍රමය නර්තන ප්‍රායෝගික කුසලතා වර්ධනයට උපකාරී වේ යන්න පසක් විය. එමෙන්ම සම්ප්‍රදායික නර්තන අංග පරම්පරාගතව සුරක්ෂිත වේ. ශිෂ්‍යන් තුළ චිනය ගෞරවය සහ කැපවීම වර්ධනය වේ. මාර්ගෝපදේශකයෙකු සමග සජීවීව සම්බන්ධ වීම තුළින් දුර්ලබතා සහ ගැටලු මග හැරෙනු ඇත. නර්තනයේ ආධ්‍යාත්මික සහ සංස්කෘතික වටිනාකම් හොඳින් අවබෝධ වේ. තවද නූතන අධ්‍යාපන ක්‍රම හේතුවෙන් ගුරු කුල ක්‍රමය අවභාවිතා වන බව ද හඳුනාගන්නා ලදී.

සාකච්ඡාව

ගුරු කුල අධ්‍යාපනය නර්තන විෂය සදහා ඉතා ඵලදායී ක්‍රමයක් බව මෙම පර්යේෂණයෙන් අනාවරණය විය. සාමාන්‍ය පංතිකාමර ක්‍රමයට වඩා සෘජු ගුරු ශිෂ්‍ය සම්බන්ධතාවය මගින් නර්තන කුසලතා වඩාත් සාර්ථකව වර්ධනය වේ. එමෙන්ම මෙම ක්‍රමය සංස්කෘතික අනන්‍යතාව හා සම්ප්‍රදායන් ආරක්ෂා කිරීමට ද දායක වේ. මෙහිදී ප්‍රායෝගික පුහුණුව වර්ධනය කිරීම සුවිශේෂී ලක්ෂණයකි. මෙම ක්‍රමය මගින් වලන නිවැරදි කිරීම, තාල සංවේදනය වර්ධනය කිරීම, ශරීර පාලනය, රංගන හැකියාව ඵලදායී ලෙස සංවර්ධනය වේ. තවද පරම්පරාගත දැනුම සුරක්ෂිත කිරීම මෙම අධ්‍යාපන ක්‍රමයේ වැදගත්ම ලක්ෂණයකි. විශේෂයෙන්ම පාරිභාෂිත වචන, ප්‍රායෝගික සම්ප්‍රේෂණ මත පදනම් වූ ඉගෙනීමේ ක්‍රමයක් ලෙස රහස්මය අංග, ශාස්ත්‍රීය ක්‍රම (යන්ත්‍ර,මන්ත්‍ර) ක්‍රමවේද,රංග විදි ගුරු පරම්පරා මගින් පවත්වාගෙන යයි.

ගුරු කුල ක්‍රමය නොමැතිව මෙම සම්ප්‍රදායන්හි මූලික ලක්ෂණ අහිමිවීමේ අවධානමක් පවතී. ආචාර ධර්ම සහ චිනය වර්ධනය කිරීම උක්ත අධ්‍යාපන ක්‍රමයේ සුවිශේෂී ලක්ෂණයකි. ගුරුවරයාට ගෞරව කිරීම, ඉවසීම, කැපවීම, නිහතමානීභාවය කණ්ඩායම් හැගීම් වැනි මානුෂීය ධර්මතා (Human Values) ගුණාංග ඉගෙන ගනී. මෙය නර්තන ශිල්පියෙකුගේ පෞරුෂ සංවර්ධනයට ද ඉතා වැදගත් වේ. ආධ්‍යාත්මික හා සංස්කෘතික වටිනාකම් ලබා දීම මෙහි සුවිශේෂී ලක්ෂණයකි. ගුරු කුල ක්‍රමය මගින්

ශිෂ්‍යාට නර්තනයේ අභ්‍යන්තර දාර්ශනික අර්ථය ද අවබෝධ කර දෙයි. පුද්ගලික මගපෙන්වීම ලබා දීම ද උක්ත ක්‍රමයේදී සුවිශේෂී වෙයි. සාමාන්‍ය පංතිකාමර ක්‍රමයට වඩා ගුරු කුල ක්‍රමයේදී ශිෂ්‍යයාට පුද්ගලික අවධානය ලැබේ. එහිදී ගුරුවරයා ශිෂ්‍යාගේ ශාරීරික හැකියාව, රංගන හැකියාව, ශක්ති හා දුර්වලතා හඳුනාගෙන ඒ අනුව අවශ්‍ය පුහුණුව ලබා දෙයි. සජීවී අත්දැකීම් මත ඉගෙනීම මගින් අභිවාර, වත්පිළිවෙත්, ප්‍රසංග, පුහුණු සැසි, වාරිත්‍ර, උත්සව යන සජීවී අත්දැකීම් මත ඉගෙනීම මගින් “Learning by Doing” ක්‍රමවේදයට සමාන වන අතර, මෙය අධ්‍යාපනය සඳහා ඉතා ඵලදායී වේ. තව ද නිර්මාණාත්මක හැකියාව වර්ධනය කිරීම මගින් නර්තන නිර්මාණකරණය, රංග සැලසුම්, අභිනය ප්‍රකාශනය, වර්තන නිරූපණය වැනි හැකියාවන් වර්ධනය වේ. තවද සංස්කෘතික අනන්‍යතාව(ගතික බව) ආරක්ෂා කිරීම ගුරු කුල අධ්‍යාපනය ක්‍රමයෙන් සිදු වෙයි.

යෝජනා

- ගුරු කුල ක්‍රමය නර්තන පාසල් හා විශ්ව විද්‍යාල පාඨමලා සමග ඒකාබද්ධ කළ යුතුය. ප්‍රායෝගික පුහුණු කාලසීමා වශයෙන් කෙටි තේවාසික පුහුණුවක් ලබා දීම සිදු කළ යුතුය.
- පාරම්පරික නර්තන ගුරුවරුන් සඳහා රාජ්‍ය අනුග්‍රහය ලබාදිය යුතුය.
- නර්තන සම්ප්‍රදාය ලේඛණගත හා සජීව ආලෝකකරණය කළ යුතුය.
- ශිෂ්‍යන්ට ප්‍රායෝගික පුහුණු වැඩසටහන් වැඩි කළ යුතුය.
- ගුරු - ශිෂ්‍ය සම්ප්‍රදාය/ ක්‍රම ශිල්පය පිළිබඳව වැඩිමුළු සහ සම්මන්ත්‍රණ සංවිධානය කළ යුතුය.

නිගමනය

නර්තන විෂය ඉගෙනුම් - ඉගැන්වීම් ක්‍රියාවලිය සඳහා ගුරු කුල අධ්‍යාපන ක්‍රමය ඉතා වැදගත් හා ඵලදායී ක්‍රමවේදයකි. එය නර්තන ශිල්පියා කුසලතා පමණක් නොව, ආචාර ධර්ම, විනය, ආධ්‍යාත්මික වටිනාකම් සහ සංස්කෘතික හැඳින්වීම් ද ශිෂ්‍යා කුල වර්ධනය කරයි. එමෙන්ම සාම්ප්‍රදායික නර්තන කලාවන් පරම්පරාගතව සුරක්ෂිත කරමින්, දක්ෂ සහ පරිපූර්ණ නර්තන ශිල්පීන් බිහි කිරීමට මෙම ක්‍රමය විශාල දායකත්වයක් ලබා දෙයි. නූතන අධ්‍යාපන ක්‍රම සමග ගුරු කුල සම්ප්‍රදාය ඒකාබද්ධ කිරීමෙන් අනාගත නර්තන අධ්‍යාපනය තව දුරටත් ශක්තිමත් කළ හැකි බව නිගමනය කළ හැකිය.

මූල පද: ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලිය, ගුරුකුල අධ්‍යාපනය, නර්තන විෂය, නර්තන අධ්‍යාපනය, නර්තන ශිල්පියා

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**කරුණික මෙන්ත සූත්‍රයේ අන්තර්ගත කරුණු මගින් නව යොවුන් වියේ
පසුවන්නන්ගේ මානසික ආතතිය සහ විශාදය කළමනාකරණයෙහිලා දක්වන
දායකත්වය පිළිබඳ සාහිත්‍යමය අධ්‍යයනයක්**

තුෂාන් රංගන එම්.පී.

මානශාස්ත්‍ර හා සමාජීය විද්‍යාපීඨය, යුරේසියානු සරසවිය, ශ්‍රී ලංකාව
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හැඳින්වීම

නූතන තරඟකාරී සමාජ රටාව තුළ මානවයා මුහුණ දෙන ප්‍රධානතම අභියෝගය වන්නේ මානසික ආතතිය, විෂාදය සහ විවිධ මනෝභාවාත්මක අසමතුලිතතාවයන් ය. බුදුදහම යනු හුදෙක් ආගමක් පමණක් නොව, එය ගැඹුරු මනෝවිද්‍යාත්මක සහ උපදේශන පද්ධතියකි. සූත්‍ර පිටකයට අයත් විවිධ සූත්‍ර දේශනා තුළ මනෝභාවාත්මක සංයමය සහ සමතුලිතතාවය පවත්වා ගැනීම සඳහා අවශ්‍ය ප්‍රායෝගික ක්‍රමවේද රාශියක් අන්තර්ගත වේ. වර්තමාන තරඟකාරී සමාජ රටාව, අධ්‍යාපනික පීඩනය, තාක්ෂණයේ අධික භාවිතය සහ සමාජීය වෙනස්වීම් නිසා අවුරුදු 15-24 අතර පසුවන නව යොවුන් වියේ පසුවන්නන් විශාල වශයෙන් මානසික ආතතියට සහ විශාදයට ගොදුරු වෙමින් පවති . නූතන බටහිර මනෝවිද්‍යාත්මක උපදේශන ක්‍රමවේද පවතින නමුත්, පුද්ගලයකුගේ සිත අභ්‍යන්තරයෙන් ම සුවපත් කරන, ස්ථිරසාර මානසික සහනයක් ලබාදෙන ප්‍රායෝගික ක්‍රමවේදයක අවශ්‍යතාව පවතී. මනෝභාවාත්මක තුල්‍යතා යනු පුද්ගලයෙකු තම හැඟීම්, සිතුවිලි සහ ආවේගයන් නිසි පරිදි කළමනාකරණය කරගනිමින් මානසික සමබරතාවය පවත්වා ගැනීමයි. නූතන ලෝකය තුළ තාක්ෂණික දියුණුව පැවතිය ද, මිනිසා ආතතිය විෂාදය සහ කාංසාව වැනි විවිධ මානසික ව්‍යාකූලතාවලින් පීඩා විඳියි. බුදුදහම යනු හුදෙක් ආගමික දර්ශනයක් පමණක් නොව, එය වසර 2600කට පෙර ඉදිරිපත් වූ ප්‍රායෝගික මනෝ-විකිත්සක පද්ධතියකි. සූත්‍ර පිටකයෙහි අන්තර්ගත විවිධ දේශනා තුළින් පුද්ගල මනසෙහි හටගන්නා අසමතුලිතතාවන් නිවැරදි කරගැනීම සඳහා අවශ්‍ය උපදේශන මූලධර්ම රාශියක් විමර්ශනය කළ හැකිය කරුණික මෙන්ත සූත්‍රය යනු හුදෙක් සජ්ඣායනා කිරීමට පමණක් සීමා වූවක් නොව, පුද්ගල පෞරුෂ සංවර්ධනය සහ චිත්තවේගීය සමතුලිතතාව (Emotional Regulation) උදෙසා බුදුදහම තුළ දැක්වෙන වටිනාම මනෝවිකිත්සක උපදේශනයකි.

මෙම පර්යේෂණයේ මූලිකම අරමුණ වන්නේ, කරුණික මෙන්ත සූත්‍රය තුළ අන්තර්ගත සදාචාරාත්මක සහ භාවනාමය උපදෙස්, නූතන මනෝවිද්‍යාත්මක මෙවලමක් (Psychological Intervention Tool) ලෙස ප්‍රතිසංස්කරණය කර, නව යොවුන් වියේ පසුවන්නන්ගේ මානසික පීඩන කළමනාකරණය සඳහා ප්‍රායෝගිකව යොදාගත හැකි නව සායනික හෝ උපදේශන ආකෘතියක් (Counseling Model) හඳුන්වා දීමයි. උප-අරමුණු ලෙස, සූත්‍රාන්තරගත ක්‍රමවේද හඳුනා ගැනීම, නව යොවුන් වියේ මානසික ගැටලු හඳුනා ගැනීම, ප්‍රායෝගිකත්වයට අදාළ කර ගත හැකි අයුරු හඳුනා ගැනීම මෙම අධ්‍යයනයේ උපඅරමුණු වේ.

කරුණිකමෙන්ත සූත්‍රයේ අන්තර්ගත මනෝවිද්‍යාත්මක ඉගැන්වීම්, නව යොවුන් වියේ පසුවන්නන්ගේ මානසික ආතතිය සහ විශාදය කළමනාකරණය කිරීම උදෙසා දායක කරගත හැක්කේ කෙසේද? යන්න මෙම අධ්‍යයනයේ පර්යේෂණ ගැටලුව විය.

පර්යේෂණ ක්‍රමවේදය

මෙම අධ්‍යයනය මූලික වශයෙන් ගුණාත්මක පර්යේෂණ ප්‍රවේශයක් අනුගමනය කරනු ලබන අතර, ඒ සඳහා ප්‍රධාන වශයෙන් පර්යේෂණය සඳහා දත්ත රැස් කිරීමේ දී මූලාශ්‍ර වර්ග දෙකක් උපයෝගී කර ගනු ලැබේ. ප්‍රාථමික මූලාශ්‍ර ලෙස පාලි ත්‍රිපිටකයේ සූත්‍ර පිටකයට අයත් මූලික සූත්‍ර දේශනා (උදා: කරුණික මෙන්ත සූත්‍රය) ද්විතීයික මූලාශ්‍ර ලෙස අදාළ සූත්‍ර සඳහා ලියැවුණු අටුවා ග්‍රන්ථ, බෞද්ධ මනෝවිද්‍යාව සහ උපදේශනය පිළිබඳ ලියැවුණු ශාස්ත්‍රීය ග්‍රන්ථ, පර්යේෂණ පත්‍රිකා, මනෝවිද්‍යාත්මක

සඟරා සහ විශ්වසනීය අන්තර්ජාල මූලාශ්‍ර.) අන්තර්ගත විශ්ලේෂණය තුළ තෝරාගත් සූත්‍ර දේශනාවල අන්තර්ගතය මනෝභාවාත්මක තුල්‍යතා සහ උපදේශනය යන තේමාවන් යටතේ ගැඹුරින් කියවා අදාළ කරුණු උපුටා ගැනීම හා සංසන්දනාත්මක අධ්‍යයනය මගින් බෞද්ධ සූත්‍රවල දැක්වෙන චිත්තවේග පාලන උපක්‍රම සහ නූතන මනෝවිද්‍යාවේ එන උපදේශන ප්‍රවේශයන් (උදා: CBT, REBT Mindfulness අතර ඇති සමානකම් සහ වෙනස්කම් හඳුනා ගැනීමට හැකියාවක් ලැබේ.

දත්ත විශ්ලේෂණය

මෙම අධ්‍යයනය රැස්කරගත් දත්ත පහත පියවර ඔස්සේ විශ්ලේෂණය කරනු ලැබේ. ඒ අනුව සූත්‍රගත දේශනාවල එන මානසික ගැටලු සහ ඒවාට ලබා දී ඇති විසඳුම් වෙන් කර හඳුනා ගැනීම. එම විසඳුම් ‘ප්‍රජානන’ (සිතුවිලි මට්ටමේ), ‘වර්යාත්මක’ (ක්‍රියාවන් මට්ටමේ) සහ ‘භාවනාමය’ (සිත පුහුණු කිරීමේ) වශයෙන් වර්ගීකරණය කිරීම හා පැරණි සූත්‍රගත උපදෙස් නූතන උපදේශන පාරිභාෂික ශබ්ද මාලාවන් ඇසුරින් වර්තමානයට ගැලපෙන පරිදි අර්ථකථනය කිරීම වශයෙන් දත්ත විශ්ලේෂණය සිදු කරන ලදී.

මෙම අධ්‍යයනය ප්‍රධාන වශයෙන් සූත්‍ර පිටකයට පමණක් සීමා වන අතර, විනය සහ අභිධර්ම පිටකයන් පිළිබඳව අවධානය යොමු කරනු ලබන්නේ සූත්‍රගත කරුණු තහවුරු කර ගැනීමට අවශ්‍ය අවස්ථාවල දී පමණි. එසේම, මෙහි දී අවධානය යොමු කරන්නේ සායනික මනෝචිකිත්සාවකට වඩා “උපදේශන ප්‍රවේශයක්” (Counseling Approach) වශයෙන් බුදුදහම භාවිතා කළ හැකි ආකාරය පිළිබඳවයි. එසේම නව යොවුන් වියේ දරුවන් පමණක් නියදිය වශයෙන් යොදා ගැනීම මෙම අධ්‍යයනයේ සීමාවන් ලෙස දැක්විය හැකිය.

නිගමන

මෙම අධ්‍යයනය මගින් එළඹිය හැකි ප්‍රධාන නිගමන කිහිපයකි. මෙම සාහිත්‍යමය අධ්‍යයනයට අනුව පැහැදිලි වන්නේ වසර දෙදහස් පන්සියයකට වඩා පැරණි බෞද්ධ මූලාශ්‍රගත දේශනාවක් වන කරුණය මෙන්ම සූත්‍රය, වර්තමාන නව යොවුන් සමාජය මුහුණ දෙන ප්‍රධානතම මානසික සෞඛ්‍ය ගැටලු වන මානසික ආතතිය සහ විශාදය කළමනාකරණය සඳහා සාර්ථක මනෝ-චිකිත්සක මෙවලමක් ලෙස භාවිත කළ හැකි බවයි. නව යොවුන්වියේ දී ඇතිවන අධ්‍යාපනික පීඩනය සහ සමාජීය සන්සන්දනයන් නිසා හටගන්නා මානසික අවපීඩනය සමනය කිරීමට සූත්‍රයේ අන්තර්ගත කරුණු ඉවහල් වේ .

- පුද්ගල පෞරුෂ සංවර්ධනය: සූත්‍රයෙහි දැක්වෙන ‘සක්කෝ’ (දක්ෂ බව), ‘උජු ව සුජු ව’ (අවංක සහ සෘජු බව), ‘සුවවෝ’ (කිකරු බව) සහ ‘සන්තොසකෝ’ (සතුටින් ජීවත්වීම) වැනි ගුණාංග, නව යොවුන් වියේ පසුවන්නන් තුළ ආත්ම අභිමානය වර්ධනය කරන අතර ධනාත්මක චිත්තනයක් ඇති කිරීමට සමත් වේ.
- සමාජීය පීඩනය අවම කිරීම: ‘අප්පගඛ්භෝ’ (ප්‍රවණ්ඩ නොවීම) සහ ‘කුලේසු අනනුගිද්ධෝ’ (ඇලීම් සහ බැඳීම්වලින් තොරවීම) වැනි සංකල්ප හරහා සම වයස් කණ්ඩායම්වලින් එල්ල වන සහ තරගකාරීත්වය හමුවේ සිත සන්සුන් කරගැනීමේ හැකියාව ලැබේ.
- මෙන්ම භාවනාවේ සායනික වටිනාකම: සූත්‍රයේ හරය වන “සියලු සත්ත්වයෝ නිදුක් වෙත්වා, නිරෝගී වෙත්වා, සුවපත් වෙත්වා” යනුවෙන් මෛත්‍රිය පැතිරවීම (Loving-kindness) මගින් මොළයේ ඇතිවන සෘණාත්මක සිතුවිලි සහ ආවේග පාලනය වන බව නූතන ස්නායු විද්‍යාත්මක පර්යේෂණ මගින්ද සනාථ කර ඇත.

සාරාංශය

කරුණිය මෙන් සූත්‍රය යනු හුදෙක් ආගමික චතාවත්වලට පමණක් සීමා වූ පාඨ සමූහයක් නොව, නව යොවුන් වියේ දරුවන්ගේ මානසික ආතතිය සහ විශාදය දුරුකර, ඔවුන් තුළ ආත්මීය සන්සුන්භාවය, සහකම්පනය සහ චිත්තවේගීය ස්ථාවරත්වය ගොඩනැංවීම උදෙසා ප්‍රායෝගිකව අනුගමනය කළ හැකි සාර්ථක මනෝවිද්‍යාත්මක මාර්ගෝපදේශනයකි.

මූල පද: කරුණියමෙන් සූත්‍රය, විශාදය, ආතතිය, චිත්තවේගීය සමතුලිතතාව

විමර්ශිත ග්‍රන්ථ

ශ්‍රී ලංකා බුද්ධ ජයන්ති ත්‍රිපිටක ග්‍රන්ථ මාලාව. (2006). මජ්ඣිම නිකාය 1 (මූල පණ්ණාසකය). රජයේ මුද්‍රණ දෙපාර්තමේන්තුව.

ශ්‍රී ලංකා බුද්ධ ජයන්ති ත්‍රිපිටක ග්‍රන්ථ මාලාව. (2006). අංගුත්තර නිකාය. රජයේ මුද්‍රණ දෙපාර්තමේන්තුව.

ශ්‍රී ලංකා බුද්ධ ජයන්ති ත්‍රිපිටක ග්‍රන්ථ මාලාව. (2006). සංයුත්ත නිකාය. රජයේ මුද්‍රණ දෙපාර්තමේන්තුව.

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ආයතනයක තිරසර නායකත්ව ක්‍රියාමාර්ග නිසියාකාරව ක්‍රියාත්මක කිරීම සේවකයන් ආයතනය තුළ රඳවා තබා ගැනීමට දායක වන ආකාරය පිළිබඳ විමර්ශනාත්මක අධ්‍යයනයක්

සිරිවර්ධන එස්.එස්.

කළමනාකරණ අධ්‍යයන පීඨය, යුරේසියානු සරසවිය, ශ්‍රී ලංකාව
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හැඳින්වීම

වර්තමාන ගෝලීය ව්‍යාපාරික පරිසරය තුළ ආයතනවල දිගුකාලීන සාර්ථකත්වය සහ තිරසාර පැවැත්ම තීරණය කරන ප්‍රධාන සාධකයක් ලෙස මානව සම්පත් කළමනාකරණය හැඳින්විය හැක. ආයතනයක භෞතික හා මූල්‍ය සම්පත් කෙතරම් ප්‍රබල වුව ද ඒවා නිසි අයුරින් මෙහෙයවීම සඳහා දක්ෂ සහ කැපවූ මානව සම්පතක් අවශ්‍ය වේ. වර්තමාන තරඟකාරී ව්‍යාපාර පරිසරය තුළ සේවකයින් රඳවා තබා ගැනීම තීරණාත්මක සාධකයක් බවට පත්ව ඇත. ශ්‍රී ලංකාවේ පෞද්ගලික අංශයේ සාමාන්‍ය සේවක හැරයාම් අනුපාතය වර්තමානයේ ඉක්මවා යාමක් දක්නට ඇත. මේ සඳහා පිළියම් ලෙස ආයතන වල වැටුප් වැඩි කිරීම සිදු කර ඇත. නමුත් මෙම අධ්‍යයනයෙන් පෙනී යන්නේ සේවකයින් මුදලට පමණක්ම නොව ගෞරවයක් සහ දිගුකාලීන සුරක්ෂිතභාවයක් අපේක්ෂා කරන බවයි. මෙම තත්වය තුළ තිරසාර නායකත්වය වැදගත් වේ. තිරසාර නායකත්වය යනු ආයතනයක කෙටි කාලීන ලාභය අපේක්ෂා කිරීම පමණක් නොව සේවකයින්ගේ යහපැවැත්ම සහ සේවකයින් රැකගෙන දිගුකාලීන පැවැත්මක් තීරණය කරනු ලබන නායකත්ව අවස්ථාවක් ලෙස පෙන්වා දිය හැක. තිරසාර නායකත්වයේ ලක්ෂණ ලෙස දිගුකාලීන දැක්ම, සේවකයින්ට මිනිසුන් ලෙස සැලකීම, සදාචාරාත්මක හා විනිවිදභාවයෙන් යුතු තීරණ ගැනීම පෙන්වා දිය හැක. මෙම පර්යේෂණයේ ප්‍රධාන අරමුණ වන්නේ තිරසාර නායකත්ව ක්‍රියාමාර්ග මගින් ආයතනයේ සේවකයන් රඳවා තබා ගැනීමට බලපාන ආකාරය ගැන විශ්ලේෂණය කිරීමයි.

ක්‍රමවේදය

මෙම අධ්‍යයනය මිශ්‍ර ක්‍රමවේදයක් මත පදනම් වේ. ප්‍රමාණාත්මක දත්ත සඳහා ව්‍යුහගත ප්‍රශ්නාවලියන් සහ ගුණාත්මක දත්ත සඳහා අර්ධ ව්‍යුහගත සම්මුඛ සාකච්ඡා භාවිතා කරන ලදී. කොළඹ දිස්ත්‍රික්කයේ කහතුඩුව ප්‍රදේශයේ පෞද්ගලික අංශයේ සේවකයින් 100 දෙනෙකුගෙන් තෝරා ගත් නියැදි ක්‍රමයක් යොදා ගන්නට විය. ගුණාත්මක දත්ත සඳහා සේවකයින් 30 දෙනෙක්ද කළමනාකරුවන් 8 දෙනෙකුගෙන් සම්මුඛ සාකච්ඡා පවත්වන ලදී. සම්මුඛ සාකච්ඡා සඳහා විනාඩි තිහක අතර කාලයක් යොදා ගන්නට විය.

ප්‍රතිඵල සහ සොයා ගැනීම්

ගුණාත්මක දත්ත විශ්ලේෂණයෙන් සොයා ගැනීම් ලෙස සේවකයින්ගේ අදහස් වලට සවන් දෙන සහ ඒවා තීරණ ගැනීමේදී සැලකිල්ලට ගන්නා නායකයින් යටතේ තමන් වැඩ කිරීමට කැමැත්තක් දක්වන බවත් මානසික නිදහස තිබීමත් විශ්වාසයන් යටතේ වැඩ කිරීමෙන් තමන් සංවිධානයට බැඳී සිටීමට කැමැත්තක් දක්වන බවයි. මෙම පර්යේෂණය මගින් තිරසාර නායකත්ව ක්‍රියාමාර්ග සේවකයන් ආයතනය තුළ රඳවා තබා ගැනීමට කෙසේ දායක වේද යන්න හඳුනාගත හැකිය.

සාකච්ඡාව

මෙම සොයාගැනීම්වලින් පෙනී යන්නේ සේවකයින් රඳවා තබා ගැනීමේ තීරණය මූලිකවම මානසික සහ චිත්තවේගීය සාධක මත රඳා පවතින බවයි. තිරසාර නායකයෙක් සේවකයාට ආරක්ෂාව සහ වර්ධනය යන මූලික අවශ්‍යතා සපුරයි. අරමුණු මූලික නායකත්වය වඩාත්ම බලපෑම්කාරී සාධකය වී ඇත්තේ සේවකයින් දැන් රැකියාවෙන් මුදල් පමණක් නොව අර්ථයක් සොයන නිසා ය. සංවිධානයේ

කටයුතු සමාජයට ධනාත්මක බලපෑමක් ඇති කරන විට සේවකයින්ට තමන් කරන වැඩ ගැන ආඩම්බරයක් ඇති වේ. සාධාරණත්වය සහ විනිවිදභාවය විශ්වාසය ගොඩනගයි. වැටුප් සහ උසස්වීම්වල දී පැහැදිලි නිර්ණායක භාවිතා කරන විට අසාධාරණය නිසා ඇතිවන කලකිරීම අඩු වේ. කෙසේ වෙතත් තිරසාර නායකත්වය ක්‍රියාත්මක කිරීමට ඉහළ කළමනාකාරිත්වයේ කැපවීම සහ සංවිධාන සංස්කෘතියේ වෙනසක් අවශ්‍ය වේ. එය කෙටිකාලීන මානව සම්පත් කළමනාකරණ උපක්‍රමයක් නොව දිගුකාලීන උපායමාර්ගයක් විය යුතුය.

යෝජනා

මෙම පර්යේෂණ සොයාගැනීම් ලෙස නායකත්ව සංවර්ධන වැඩසටහන් ප්‍රතිසංස්කරණය කිරීමට සියලු කළමනාකරුවන්ගේ පුහුණු වැඩසටහන්වලට තිරසාර නායකත්ව මූලධර්ම ඇතුළත් කිරීම විශේෂයෙන් සවන් දීම සාධාරණත්වය සහ අරමුණු සන්නිවේදනය පිළිබඳ කුසලතා වර්ධනය කළ යුතුය. සේවකයින්ගේ තෘප්තිය සහ ගැටලු හඳුනා ගෙන හඳුනාගත් ගැටලු විසඳීමට ක්‍රියා කිරීම, වෘත්තීය සංවර්ධන සැලැස්මක් සෑම සේවකයෙකුටම සකස් කිරීම, වාර්ෂිකව පුද්ගලික සංවර්ධන සාකච්ඡාවක් පවත්වා පුහුණු අවශ්‍යතා සහ වෘත්තීය ඉලක්ක හඳුනා ගැනීම, සේවකයන්ගේ දැනුම සහ කුසලතා වැඩිදියුණු කිරීම සඳහා පුහුණු වැඩසටහන් ක්‍රියාත්මක කිරීම මගින් සේවක කාර්යක්ෂමතාව වැඩිවන අතර සේවක විශ්වාසය නවෝත්පාදන හැකියාව සහ ආයතනික කැපවීම ද ඉහළ යයි. නිසි කාර්ය සාධන කළමනාකරණ පද්ධතියක් මගින් සේවක උද්යෝගය, ආයතනික කැපවීම වැඩිවේ.

නිවැරදි පුද්ගලයා නිවැරදි තනතුරට තෝරා ගැනීම ආයතනයේ සාර්ථකත්වයට මූලික සාධකයකි. දක්ෂ සේවකයන් බඳවා ගැනීම මගින් ආයතනයේ සේවා ගුණාත්මකභාවය සහ නවෝත්පාදන හැකියාව වැඩිවේ. සේවක සුබසාධනය ආයතනයක තිරසාරභාවය සඳහා ඉතා වැදගත් වේ. මානසික සහ ශාරීරික සෞඛ්‍යය ආරක්ෂා කරන සේවා පරිසරයක් නිර්මාණය කිරීම මගින් සේවක තෘප්තිය සහ රඳවා ගැනීම වැඩිවේ.

නිගමනය

මෙම පර්යේෂණයෙන් පැහැදිලි වන්නේ තිරසාර නායකත්ව ක්‍රියාමාර්ග සේවක රඳවා තබා ගැනීමට සෘජු සහ සැලකිය යුතු බලපෑමක් ඇති කරන බවයි. සේවකයින් රඳවා ගැනීමට වැටුප් වැඩි කිරීම පමණක් ප්‍රමාණවත් නොවේ. තිරසාර නායකත්වය මගින් සේවකයාට ගෞරවයෙන් සලකන ඔහුගේ අනාගතය ගැන හිතන සහ අරමුණක් දෙන පරිසරයක් නිර්මාණය වේ. එමගින් සංවිධානවලට දක්ෂ සේවකයින් රඳවා ගැනීමටත් දිගුකාලීන තිරසාර වර්ධනයක් අත්කර ගැනීමටත් හැකි වේ.

මූල පද: තිරසාර නායකත්වය, ආයතනික පරිසරය, සේවක රඳවා තබා ගැනීම, දිගුකාලීන සාර්ථකත්වය, දිගුකාලීන සුරක්ෂිතභාවය

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සංචාරක ව්‍යාපාරය මත පදනම් වූ ග්‍රාමීය ආර්ථික ගතිකත්වය සාම්ප්‍රදායික ජීවනෝපායන් කෙරෙහි ඇති කරන බලපෑම පිළිබඳ අධ්‍යයනයක් (මන්දාරම්නුවර නව සංචාරක ප්‍රදේශය ආශ්‍රයෙන්)

නුවන්තිකා සඳුමාලි යූ.ඒ.

සමාජ විද්‍යා හා සමාජ වැඩ අධ්‍යයනාංශය, යුරේසියානු සරසවිය, ශ්‍රී ලංකාව
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හැඳින්වීම

ග්‍රාමීය සමාජ සන්දර්භය තුළ, ආර්ථිකය යනු ප්‍රජා විඥානය හා සම්බන්ධ කෘතීම වටිනාකමක් ඇති කරුණකි. සංචාරක කර්මාන්තය ධනාත්මක සහ සෘණාත්මක යන දෙඅංශයෙන්ම ආර්ථික ප්‍රතිලාභවලට බලපෑම් කරන කර්මාන්තයක් ලෙස හඳුනාගත හැක. ආර්ථික වෙනස තුළ ග්‍රාමීය සමාජ සන්දර්භයම වෙනස් වේ. මෑත දශක කිහිපය තුළ සංචාරක ව්‍යාපාරය රැකියා අවස්ථා උත්පාදනය කිරීම, ආදායම වැඩිකිරීම සහ යටිතල පහසුකම් වැඩිදියුණු කිරීම මගින් ග්‍රාමීය ආර්ථිකයේ සුවිශේෂී සන්ධිස්ථාන මතුකර ඇත. සමාජ අසමානතාවයන්, සංස්කෘතික වෙළෙඳ භාණ්ඩකරණය සහ සාම්ප්‍රදායික ජීවන රටාවන් වෙනස් කිරීමට සංචාරක කර්මාන්තයේ වර්ධනය බලපායි (Sharpey, 2002). සංචාරක ව්‍යාපාරය සහ ග්‍රාමීය සංවර්ධනය අතර සම්බන්ධතාවය පුළුල් වේ. කෙසේ වෙතත්, බාහිර වෙළෙඳපොළවල් මත යැපීම වැඩි කිරීමට සහ සාම්ප්‍රදායික වෘත්තීන්හි වටිනාකම අඩු කිරීමට ද සංචාරක කර්මාන්තය හේතු විය හැකිය (Mowforth and munt, 2016). ඒ අනුව සංචාරක ව්‍යාපාරය ආර්ථික විවිධාංගීකරණයට සහ දරිද්‍රතාවය අඩුකිරීමට බලපායි.

ක්‍රමවේදය

ග්‍රාමීය සමාජ ව්‍යුහය තුළ සංචාරක ක්ෂේත්‍රයේ නව ප්‍රවණතා මත ගැඹුරු විශ්ලේෂණයක යෙදීමේ අරමුණින් මෙම අධ්‍යයනය සඳහා ගුණාත්මක පර්යේෂණ ප්‍රවේශයක් භාවිතා කොට ඇත. ග්‍රාමීය සන්දර්භයන් තුළ සමාජ වෙනස්කම් සහ ප්‍රජා දෘෂ්ටිකෝණ ගවේෂණය කිරීම සඳහා ගුණාත්මක ක්‍රමවේදය වැදගත් වේ. ශ්‍රී ලංකාවේ මධ්‍යම පළාතේ පිහිටා ඇති සංවර්ධනය වන සංචාරක ප්‍රදේශයක් වන මන්දාරම්නුවර ආශ්‍රයෙන් මෙම පර්යේෂණය සිදු කරන ලදී. ස්වාභාවික පිහිටීම සහ සුන්දරත්වය සංචාරකයන්ගේ ඇදගැනීමේ සාධකයක් බවට පත්වී ඇත. සංචාරක ක්ෂේත්‍රයට සම්බන්ධ ක්‍රියාකාරකම්වලට සෘජුවම සම්බන්ධ වූ සහභාගිවන්නන් තෝරා ගැනීම සඳහා අරමුණු සහගත නියැදි ක්‍රමය භාවිතා කළ අතර අධ්‍යයනයට ගම්වැසියන් 20 දෙනෙකු සහභාගී විය. සහභාගිවන්නන්ට නිවාස හිමියන්, ආහාර සපයන්නන්, සංචාරක මාර්ගෝපදේශකයින්, කුඩාරම් කුලියට දීමේ ක්‍රියාකරුවන් සහ සංචාරක ක්ෂේත්‍රයට අදාළ සේවාවන් හි නියැලී සිටින පුද්ගලයින් ද ඇතුළත් වී ඇත. ප්‍රාථමික දත්ත රැස් කිරීම සඳහා ගැඹුරු සම්මුඛ සාකච්ඡා සහ සංචාරක ක්ෂේත්‍රයට සම්බන්ධ ක්‍රියාකාරකම් සහ ප්‍රජා අන්තර්ක්‍රියා පිළිබඳ සහභාගිවන්නාගේ නිරීක්ෂණයන් ද යොදාගෙන ඇත. ද්විතියික දත්ත රැස්කිරීම සඳහා ග්‍රාමනිලධාරී කාර්යාල වාර්තා, ප්‍රාදේශීය සංවර්ධන අධ්‍යයන වාර්තා, පොත්, පර්යේෂණ වාර්තා යොදාගනු ලැබීය. එකතු කරන ලද දත්ත තේමාත්මක විශ්ලේෂණය භාවිතයෙන් විශ්ලේෂණය කරන ලදී. සාම්ප්‍රදායික ජීවනෝපායන්හි සංවලනය අධ්‍යයනය සඳහා තේමාවන් ලෙස ආර්ථික පරිවර්තනය සහ සමාජ සන්දර්භය, සමාජීය සහ සංස්කෘතික විචලනය, ජීවන තත්ත්වය සහ උඩුකුරු වලංගතාවය පර්යේෂණයේ තේමාවන් බවට පත්වේ.

ප්‍රතිඵල සහ සොයාගැනීම්

සොයාගැනීම්වලින් පෙනී යන්නේ සංචාරක ව්‍යාපාරය මන්දාරම්නුවර ආර්ථික හා සමාජ ව්‍යුහය සැලකිය යුතු ලෙස පරිවර්තනයකට ලක් කර ඇති බවයි.

ආර්ථික පරිවර්තනය හා සමාජ සන්දර්භය

සාම්ප්‍රදායිකව, එළවළු වගාව ගම්වැසියන්ගේ ප්‍රධාන ආදායම් මාර්ගය විය. කෙසේ වෙතත්, සංචාරක ව්‍යාපාරය විකල්ප ආදායම් උත්පාදන අවස්ථා හඳුන්වා දී ඇති අතර, එමඟින් බොහෝ පදිංචිකරුවන් තම වෘත්තීය විවිධාංගීකරණය කිරීමට හේතු වී තිබේ. නවාතැන් සේවා, ආහාර සැපයීම, මාර්ගෝපදේශක සේවා සහ කුඩාරම් කුලියට දීම වැනි සංචාරක ව්‍යාපාරයට අදාළ ක්‍රියාකාරකම් ආදායම් මාර්ග බවට පත්ව ඇත.

සමාජීය සහ සංස්කෘතික විචලනය

සංචාරක ව්‍යාපාරයේ ව්‍යාප්තිය ග්‍රාමීය පරිසරය තුළ සමාජ සබඳතා වෙනස් කර ඇත. සේවා සපයන්නන් අතර තරඟකාරිත්වය වැඩිවීම සාම්ප්‍රදායික ප්‍රජා පාදක ආර්ථික පද්ධතියට වඩා වෙනස් වෙළඳපොළ නැඹුරු සංස්කෘතියක් නිර්මාණය කර ඇත. තවද, දේශීය සිරිත් විරිත්, සංස්කෘතික පිළිවෙත් සහ දේශීය වෛද්‍ය සම්ප්‍රදායන් සංචාරක ආකර්ෂණයන් ලෙස ඉදිරිපත් කර ඇත.

ජීවන තත්ත්වය සහ උඩුකුරු වලංකාවය

ගෘහස්ථ ආදායම සහ ජීවන තත්ත්වයන් හි උඩුකුරු වලංකාවයක් හඳුනාගත හැක. සාම්ප්‍රදායික කෘෂිකාර්මික පිළිවෙත්වලට බලපෑමක් වී ඇති අතර සංචාරක කර්මාන්තය මත යැපීමකට උත්සාහ කර ඇත.

මෙම සොයාගැනීම්වලින් පෙන්නුම් කරන්නේ සංචාරක ව්‍යාපාරය ඉහළ සමාජ සංවලනය සඳහා උත්ප්‍රේරකයක් ලෙස ක්‍රියා කරන අතරම සාම්ප්‍රදායික ජීවනෝපාය පද්ධතිවලට අහියෝග කරන බවයි.

සාකච්ඡාව

මන්දාරම්නුවර, ග්‍රාමීය පරිවර්තනයේ වැදගත් ධාවකයක් බවට සංචාරක ව්‍යාපාරය පත්ව ඇති බව අධ්‍යයනයෙන් තහවුරු වේ. සංචාරක ව්‍යාපාරය ආශ්‍රිත ව්‍යාපාරවල වර්ධනය ආර්ථික තත්ත්වයන් වැඩිදියුණු කර ඇත. ආදායම වැඩිවීම පවුල්වලට නිවාස තත්ත්වයන් වැඩිදියුණු කිරීමට, වඩා හොඳ සේවාවන් වෙත ප්‍රවේශ වීමට සහ ඔවුන්ගේ ජීවන තත්ත්වය වැඩිදියුණු කිරීමට හැකියාව ලබා දී ඇත. සංචාරක ව්‍යාපාරය ග්‍රාමීය සංවර්ධනය සහ දරිද්‍රතාවය අඩු කිරීම සඳහා යාන්ත්‍රණයක් ලෙස සේවය කළ හැකි බවට තර්කයට මෙම සොයාගැනීම් සහාය දක්වයි.

අධ්‍යයනය අහියෝග කිහිපයක් ද ඉස්මතු කරයි. සාම්ප්‍රදායික ග්‍රාමීය ආර්ථිකය තුළ කලින් නොතිබූ වෙළඳපල ඉල්ලුම සංචාරක ව්‍යාපාරය විසින් නිර්මාණය කර ඇත. ගම්වැසියන් වෙනස් වන පාරිභෝගික මනාපයන්ට අනුවර්තනය වන විට, සාම්ප්‍රදායික කෘෂිකාර්මික ක්‍රියාකාරකම් සහ දේශීය දැනුම් පද්ධති ක්‍රමයෙන් ඔවුන්ගේ ආර්ථික වැදගත්කම අවම කරමින් තිබේ. මෙම සොයා ගැනීම් සංචාරක ව්‍යාපාරය බොහෝ විට වාණිජකරණය සහ බාහිර ආර්ථික බලවේග මත යැපීම දිරිමත් කරන බවට තර්ක කරන මවුෆෝර්න් සහ මුන්ට් (2016) සමඟ සමපාත වේ.

සංචාරක ව්‍යාපාරයේ තරඟකාරී ස්වභාවය ප්‍රජාව තුළ සමාජ සබඳතා වෙනස් කර ඇත. සංචාරක ව්‍යාපාරය සහයෝගීතාවය සඳහා අවස්ථා නිර්මාණය කරන අතරම, ආර්ථික ප්‍රතිලාභ සොයන ගම්වැසියන් අතර තරඟකාරිත්වයක් ද ජනනය කරයි. එහි ප්‍රතිඵලයක් ලෙස, සංචාරක වර්ධනය තිරසාර ලෙස කළමනාකරණය නොකළහොත් සමාජ සහජීවනය දුර්වල විය හැකිය.

සොයාගැනීම්වලින් පෙනී යන්නේ සංචාරක සංවර්ධනය සංස්කෘතික උරුමයන් සහ සාම්ප්‍රදායික ජීවනෝපායන් සංරක්ෂණය කිරීම සමඟ ආර්ථික වර්ධනය සමතුලිත කළ යුතු බවයි. එබැවින් දිගුකාලීන ප්‍රජා ප්‍රතිලාභ සහතික කිරීම සඳහා තිරසාර සංචාරක උපාය මාර්ග අත්‍යවශ්‍ය වේ.

යෝජනා

සෞඛ්‍යගැතිම් මත පදනම්ව,

- i. තිරසාර සංචාරක ව්‍යාපාරය ප්‍රවර්ධනය කිරීම - පළාත් පාලන ආයතන ආර්ථික වර්ධනයට සහාය වන අතරම පාරිසරික හා සංස්කෘතික සම්පත් ආරක්ෂා කරන තිරසාර සංචාරක ප්‍රතිපත්ති ක්‍රියාත්මක කළ යුතුය.
- ii. සාම්ප්‍රදායික ජීවනෝපායන් සඳහා සහාය - කෘෂිකාර්මික ක්‍රියාකාරකම් කෘෂි සංචාරක මූලපිරීම් හරහා සංචාරක ව්‍යාපාරය සමඟ ඒකාබද්ධ කළ යුතු අතර, එමඟින් ගම්වැසියන්ට අමතර ආදායමක් උපයා ගනිමින් සාම්ප්‍රදායික වෘත්තීන් ආරක්ෂා කර ගැනීමට හැකි වේ.
- iii. ප්‍රජා පාදක සංචාරක සංවර්ධනය- ප්‍රතිලාභ සාධාරණ ලෙස බෙදා හැරීම සහතික කිරීම සඳහා සංචාරක සැලසුම්කරණයට ප්‍රදේශවාසීන්ගේ ක්‍රියාකාරී සහභාගීත්වය ඇතුළත් විය යුතුය.
- iv. ධාරිතා ගොඩනැගීම සහ පුහුණුව- ගම්වැසියන් අතර ව්‍යවසායක කුසලතා, ආගන්තුක සත්කාර සේවා සහ සංචාරක කළමනාකරණය වැඩිදියුණු කිරීම සඳහා පුහුණු වැඩසටහන් හඳුන්වා දිය යුතුය.
- v. සංස්කෘතික උරුම සංරක්ෂණය- සාම්ප්‍රදායික වෛද්‍ය පිළිවෙත්, කෘෂිකාර්මික දැනුම සහ සංස්කෘතික සම්ප්‍රදායන් ලේඛනගත කර ආරක්ෂා කළ යුතුය.

මෙම යෝජනා ග්‍රාමීය ප්‍රජාවන් සඳහා සෘණාත්මක බලපෑම් අවම කරමින් සංචාරක ව්‍යාපාරයේ ධනාත්මක බලපෑම් උපරිම කිරීමට උපකාරී වේ.

නිගමනය

මෙම අධ්‍යයනයෙන් මන්දාගමනවර ග්‍රාමීය ජීවිතයට සංචාරක කර්මාන්තයේ බලපෑම පරීක්ෂා කරන ලදී. සෞඛ්‍යගැතිම්වලින් හෙළි වන්නේ සංචාරක ව්‍යාපාරය විකල්ප ආදායම් අවස්ථා නිර්මාණය කිරීමෙන් සහ ජීවන තත්වයන් වැඩිදියුණු කිරීමෙන් ගම් ආර්ථිකය සැලකිය යුතු ලෙස පරිවර්තනය කර ඇති බවයි. සාම්ප්‍රදායික කෘෂිකර්මාන්තයෙන් ඔබ්බට ඉහළ සමාජ සංවලනය සහ ආර්ථික විවිධාංගීකරණයට සංචාරක කර්මාන්තය දායක වී ඇත.

සාම්ප්‍රදායික ජීවනෝපායන් පහත වැටීම, වෙළඳපල යැපීම වැඩිවීම, සංස්කෘතික වාණිජකරණය සහ සමාජ තරඟකාරිත්වය ඇතුළු අභියෝග කිහිපයක් ද සංචාරක ව්‍යාපාරය විසින් ඇති කර තිබේ. මෙම වෙනස්කම් ග්‍රාමීය ප්‍රජාවේ සමස්ත සමාජ ව්‍යුහයට බලපා ඇත.

සංචාරක ව්‍යාපාරය ග්‍රාමීය ජීවිතයට ධනාත්මක සහ සෘණාත්මක බලපෑම් ඇති කරන බව අධ්‍යයනයෙන් නිගමනය වේ. එබැවින්, ආර්ථික ප්‍රතිලාභ සංස්කෘතික උරුමයන් සහ සාම්ප්‍රදායික ජීවනෝපායන් අඩපණ නොකරන බව සහතික කිරීම සඳහා තිරසාර සහ ප්‍රජා පාදක සංචාරක ප්‍රවේශයන් අවශ්‍ය වේ. දිගුකාලීන ප්‍රජා යහපැවැත්ම ප්‍රවර්ධනය කිරීම සඳහා අනාගත ප්‍රතිපත්ති සංචාරක සංවර්ධනය ග්‍රාමීය තිරසාරභාවය සමඟ සමතුලිත කිරීම කෙරෙහි අවධානය යොමු කළ යුතුය.

මූල පද: උඩුකුරු වලංගාවය, ගතිකත්වය, ග්‍රාමීය සංවලනය, මන්දාගමනවර, සංචාරක ව්‍යාපාරය

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ජාතික අධ්‍යාපන විද්‍යාපීඨ ගුරු ශික්ෂණලාභීන්ගේ භාවමය බුද්ධිය සහ තොරතුරු හා සන්නිවේදන තාක්ෂණයට අදාළ ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් කුසලතා අතර පවත්නා සම්බන්ධතාවය පිළිබඳ අධ්‍යයනයක්

මහේෂිකා, ඒ.කේ.සී.

පශ්චාත් උපාධි අධ්‍යයන පීඨය, යුරේසියානු සරසවිය, ශ්‍රී ලංකාව
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හැඳින්වීම

විසි එක්වන සියවසේ අධ්‍යාපන ක්‍රියාවලිය තුළ තොරතුරු හා සන්නිවේදන තාක්ෂණය සමස්ත ඉගෙනුම් පද්ධතියේම අත්‍යවශ්‍ය මූලිකාංගයක් බවට පත්ව ඇත. ගෝලීයකරණය සහ ඩිජිටල්කරණය හමුවේ නූතන පන්තිකාමරය සම්ප්‍රදායික ගුරු කේන්ද්‍රීය ඉගැන්වීමේ සිට තාක්ෂණික දැනුම මූලික කරගත් ශිෂ්‍ය කේන්ද්‍රීය ප්‍රවේශයන් දක්වා ශීඝ්‍ර පරිවර්තනයකට යොමු වී ඇත. මෙම පසුබිම තුළ අනාගත ගුරු පරපුර බිහිකරන ජාතික අධ්‍යාපන විද්‍යාපීඨවල ගුරු ශික්ෂණලාභීන්ගේ කාර්යභාරය සුවිශේෂී වේ. විශේෂයෙන්ම තොරතුරු හා සන්නිවේදන තාක්ෂණ විෂයය හදාරන ගුරු ශික්ෂණලාභීන්හට තාක්ෂණික මෙවලම් හැසිරවීමේ හැකියාව පමණක් නොව එම තාක්ෂණය විෂය අන්තර්ගතයට හා ඉගෙනුම් ක්‍රියාවලියට සාර්ථකව සම්බන්ධ කිරීමේ “ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් කුසලතා” පැවතීම ද අත්‍යවශ්‍ය වේ. ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් කුසලතා යනු තාක්ෂණය ඒකාබද්ධ කරන ලද පාඩම් සැලසුම් කිරීම, මාර්ගගත හෝ දෙමුහුන් ඉගෙනුම් පරිසරයන් කළමනාකරණය කිරීම සහ ඩිජිටල් මෙවලම් භාවිතයෙන් සිසුන්ගේ නිර්මාණශීලීත්වය වර්ධනය කිරීමේ හැකියාවයි.

කෙසේ වෙතත් තාක්ෂණික කුසලතා ප්‍රගුණ කළ පමණින්ම ගුරුවරයෙකු සාර්ථක නොවන බවත් ඒ සඳහා පුද්ගලයාගේ “ භාවමය බුද්ධිය ” (Emotional Intelligence) තීරණාත්මක සාධකයක් වන බවත් අධ්‍යාපන මනෝවිද්‍යාත්මක පර්යේෂණ පෙන්වා දී ඇත. භාවමය බුද්ධිය යනු තමාගේ සහ අන් අයගේ හැඟීම් වටහා ගැනීම සහ ඒවා ඵලදායී අන්තර් පුද්ගල සබඳතා සඳහා යොදා ගැනීමයි. තාක්ෂණය මුල් කරගත් ඉගෙනුම් පරිසරයකදී ගුරුවරයාට මුහුණ දීමට සිදුවන තාක්ෂණික බාධාවන් සහ මාර්ගගත අන්තර්ක්‍රියාවලදී ඇතිවන මානසික පීඩනයන් හමුවේ ස්වයං-පාලනය, සහකම්පනය සහ සමාජීය කුසලතා වැනි භාවමය සාධක ගුරුවරයාගේ ඉගැන්වීමේ කාර්යක්ෂමතාව කෙරෙහි සෘජුවම බලපායි. ශ්‍රී ලාංකීය සන්දර්භය තුළ මෙම විචල්‍යයන් අතර පවතින සම්බන්ධතාවය පිළිබඳ පර්යේෂණාත්මක සාක්ෂි අවම බැවින් මෙම අධ්‍යයනය රුවන්පුර ජාතික අධ්‍යාපන විද්‍යාපීඨය කේන්ද්‍ර කරගනිමින් සිදු කරන ලදී.

පර්යේෂණ ක්‍රමවේදය

මෙම අධ්‍යයනය සඳහා ප්‍රමාණාත්මක පර්යේෂණ සැලසුමක් භාවිත කරන ලදී. අධ්‍යයනයේ ජනගහනය ලෙස රුවන්පුර ජාතික අධ්‍යාපන විද්‍යාපීඨයේ තොරතුරු හා සන්නිවේදන තාක්ෂණ විෂයය හදාරන සියලුම ගුරු ශික්ෂණලාභීන් (230) තෝරා ගන්නා ලදී. දත්තවල නිරවද්‍යතාව සහ නියෝජිතභාවය උපරිම මට්ටමක පවත්වා ගැනීම සඳහා මෙහිදී සංගණන නියැදි ක්‍රමය (Census Sampling) අනුගමනය කරන ලදී.

දත්ත රැස් කිරීම සඳහා කොටස් දෙකකින් සමන්විත ව්‍යුහගත ප්‍රශ්නාවලියක් භාවිත කරන ලදී. එහි පළමු කොටස ගෝලීය වශයෙන් පිළිගත් සම්මත භාවමය බුද්ධි මාපකයකින් ද දෙවන කොටස ICT නිශ්චිත ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් කුසලතා ඇගයීමේ මෙවලමකින්ද සමන්විත විය. උපකරණයේ විශ්වසනීයත්වය පරීක්ෂා කිරීම සඳහා Cronbach’s Alpha අගය ගණනය කරන ලද අතර එහි

අගය 0.80 ට වඩා වැඩි වීම මගින් ඉහළ විශ්වසනීයත්වයක් තහවුරු විය. රැස් කරගත් දත්ත SPSS මෘදුකාංගය භාවිත කරමින් විස්තරාත්මක සංඛ්‍යාන, විචල්‍යයන් අතර සම්බන්ධතාවය හඳුනා ගැනීමට පියර්සන් සහසම්බන්ධතා පරීක්ෂණය (Pearson Correlation) සහ බලපෑම තක්සේරු කිරීමට බහු ප්‍රතිපායන විශ්ලේෂණය (Multiple Regression Analysis) මගින් විශ්ලේෂණය කරන ලදී.

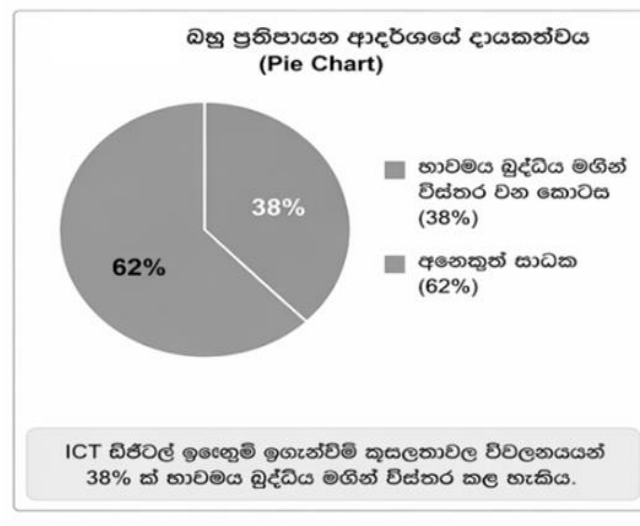
ප්‍රතිඵල සහ සොයාගැනීම්

දත්ත විශ්ලේෂණය මගින් හඳුනාගත් ප්‍රධාන ප්‍රතිඵල මෙසේ සාරාංශ කළ හැකිය.

රුවන්පුර විද්‍යාපීඨයේ ICT ගුරු ශික්ෂණලාභීන්ගේ භාවමය බුද්ධියේ මධ්‍යන්‍ය අගය 3.87 (SD = 0.52) ලෙසත් ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් කුසලතාවල මධ්‍යන්‍ය අගය 3.92 (SD = 0.48) ලෙසත් වාර්තා විය. මෙයින් ගම්‍ය වන්නේ ශික්ෂණලාභීන් තුළ මෙම කුසලතා දෙකම මධ්‍යම මට්ටමේ සිට ඉහළ මට්ටමක් දක්වා පවතින බවයි.

සහසම්බන්ධතාවය:- පියර්සන් සහසම්බන්ධතා පරීක්ෂණයට අනුව භාවමය බුද්ධිය සහ ICT නිශ්චිත ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් කුසලතා අතර සංඛ්‍යානමය වශයෙන් වැදගත් ($p < 0.01$) ප්‍රබල ධනාත්මක සම්බන්ධතාවයක් පවතින බව ($r = 0.62$) තහවුරු විය. මෙමගින් පැහැදිලිවන්නේ ගුරු ශික්ෂණලාභීන්ගේ භාවමය බුද්ධිය ඉහළ යනවිට ඔවුන්ගේ ඩිජිටල් ඉගැන්වීමේ කුසලතා ද වර්ධනය වන බවයි.

බහු ප්‍රතිපායන විශ්ලේෂණයට අනුව ICT ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් කුසලතාවල විචල්‍යයෙන් 38% ක් ($R^2 = 0.38$) භාවමය බුද්ධිය මගින් විස්තර කළ හැකිය. එහිදී භාවමය බුද්ධියේ සංරචක අතරින් ස්වයං-පාලනය (Self-regulation), සහකම්පනය (Empathy) සහ සමාජීය කුසලතා (Social Skills) යන්න ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් කුසලතා කෙරෙහි බලපාන ප්‍රධානතම සාධකයන් ලෙස හඳුනාගන්නා ලදී.



සාකච්ඡාව

මෙම අධ්‍යයනයේ ප්‍රතිඵල මගින් තහවුරු වන්නේ තාක්ෂණය පදනම් කරගත් අධ්‍යාපනික පසුබිමකදී භාවමය බුද්ධිය යනු අතිරේක සුදුසුකමක් නොව මූලික අවශ්‍යතාවක් බවයි. ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් කුසලතාවලදී ගුරුවරයා මුහුණ දෙන ප්‍රධානතම අභියෝගය වන්නේ භෞතික පන්තිකාමරයක පවතින සජීවී හමුවීම නොමැති වීමයි. එහිදී ස්වයං-පාලනය ඉහළ ගුරු ශික්ෂණලාභීන්හට තාක්ෂණික දෝෂ හමුවේ පීඩනය කළමනාකරණය කරගනිමින් ඉගෙනුම් ක්‍රියාවලිය අඛණ්ඩව පවත්වාගෙන යාමට හැකියාව ලැබේ. එසේම සහකම්පනය සහ සමාජීය කුසලතා මගින් ඩිජිටල් අවකාශය තුළ සිසුන් සමඟ පවත්නා මානසික දුරස්ථභාවය අවම කිරීමටත් සිසුන්ගේ අවශ්‍යතා වඩාත් හොඳින් වටහා ගනිමින්

ඔවුන්ව ඉගෙනුම් ක්‍රියාවලියට උනන්දුවෙන් සහභාගී කරවා ගැනීමටත් ගුරුවරයාට හැකි වේ. මෙම සොයාගැනීම් දැනට පවතින භාවමය බුද්ධි න්‍යායන් සහ අධ්‍යාපනික තාක්ෂණික රාමු සමඟ මනාව සමපාත වේ.

යෝජනා

පර්යේෂණ ප්‍රතිඵල පදනම් කරගනිමින් පහත සඳහන් යෝජනා ඉදිරිපත් කරනු ලබයි

විෂයමාලා ප්‍රතිසංස්කරණය:- ජාතික අධ්‍යාපන විද්‍යාපීඨවල ICT ගුරු පුහුණු විෂයමාලාවට භාවමය බුද්ධිය වර්ධනය කිරීමේ සංරචක ඇතුළත් කළ යුතු අතර තාක්ෂණික දැනුමට සමගාමීව විත්තවේගීය සමතුලිතතාව පිළිබඳ ප්‍රායෝගික පුහුණුවක් ලබා දිය යුතුය.

වෘත්තීය සංවර්ධන වැඩමුළු: සේවයේ නියුතු ගුරුවරුන් සහ ශික්ෂණලාභීන් සඳහා ඩිජිටල් ඉගැන්වීමේදී ඇතිවන මානසික ආතතිය කළමනාකරණය සහ සහකම්පනය වර්ධනය කිරීම පිළිබඳ පුහුණු වැඩසටහන් සංවිධානය කළ යුතුය.

ප්‍රායෝගික අත්දැකීම්: ගුරු ශික්ෂණලාභීන්ට තම ඉගැන්වීමේ පුහුණු කාලය තුළදී තාක්ෂණය භාවිත කරමින් විවිධ මට්ටමේ සිසුන් සමඟ ගනුදෙනු කිරීමට වැඩි අවස්ථාවන් ලබා දිය යුතු අතර ඔවුන්ගේ භාවමය ප්‍රතිචාර පිළිබඳ ප්‍රතිපෝෂණ ලබා දීමේ ක්‍රමවේදයක් සකස් කළ යුතුය.

නිගමනය

මෙම අධ්‍යයනය මගින් අවධාරණය කරනු ලබන්නේ ඩිජිටල් යුගයට ගැළපෙන ගුරුවරයෙකු බිහිකිරීමේ දී තාක්ෂණික සාක්ෂරතාවය මෙන්ම භාවමය බුද්ධි සාක්ෂරතාවය ද එක හා සමානව වැදගත් වන බවයි. රුවන්පුර ජාතික අධ්‍යාපන විද්‍යාපීඨයේ ගුරු ශික්ෂණලාභීන්ගේ ඩිජිටල් ඉගෙනුම් ඉගැන්වීම් ක්‍රියාවලිය කුසලතා වර්ධනය කිරීම සඳහා ඔවුන්ගේ භාවමය බුද්ධිය ශක්තිමත් කිරීම අත්‍යවශ්‍ය සාධකයකි. ඩිජිටල් සහ මානුෂීය කුසලතාවන්ගේ සුසංයෝගය තුළින් පමණක් වඩාත් ඵලදායී අනාගත අධ්‍යාපන ක්‍රියාවලියක් ගොඩනැගිය හැකි බව මෙම පර්යේෂණයෙන් පැහැදිලි වේ.

මූල පද: භාවමය බුද්ධිය, ICT, ගුරු පුහුණුව, ඩිජිටල් කුසලතා, අධ්‍යාපන මනෝවිද්‍යාව

විමර්ශන ග්‍රන්ථ

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මනෝ උපදේශන පරමාර්ථ වශයෙන් චතුරාසී සත්‍යය භාවිතයේ වැදගත්කම පිළිබඳ විමර්ශනාත්මක අධ්‍යයනයක්

සුජ්‍ය දෙනිපේ වන්දවිමල හිමි

බෞද්ධ අධ්‍යයන අංශය, යුරේසියානු සරසවිය, ශ්‍රී ලංකාව

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හැඳින්වීම

බුදුදහමේ මූලික ඉගැන්වීම වන චතුරාසී සත්‍යය ආගමික දර්ශනයක් පමණක් නොව, ගැඹුරු මනෝවිද්‍යාත්මක සහ විමර්ශනාත්මක අධ්‍යාපනික ක්‍රමවේදයකි. නවීන උපදේශන මනෝවිද්‍යා ක්ෂේත්‍රය තුළ පුද්ගලයාගේ මානසික සෞඛ්‍යය නගා සිටුවීම සඳහා භාවිත කරන ප්‍රධාන පරමාර්ථ හතරක් වේ. එනම්; සංවර්ධනය, වැළැක්වීම, ප්‍රතිකාරය සහ යොමු කිරීම (සුනිල්, 2007). මෙම පර්යේෂණය මගින් අරමුණු කරන්නේ චතුරාසී සත්‍යයෙහි එන අංග හතර මනෝ උපදේශන පරමාර්ථ සමග තුලනාත්මකව විමර්ශනය කරමින්, එය ප්‍රායෝගික උපදේශන ආකෘතියක් ලෙස ඉදිරිපත් කිරීමයි. දුක්ඛ ආර්යය සත්‍යය, දුක්ඛ සමුදය ආර්යය සත්‍යය, දුක්ඛ නිරෝධ ආර්යය සත්‍යය සහ දුක්ඛ නිරෝධ ගාමිණී පටිපදා ආර්යය සත්‍යය වන බැවින් එය සංවර්ධනය, වැළැක්වීම, යොමුකිරීම සහ ප්‍රතිකාරය යනාදී ලෙසින් පෙළගැස්විය යුතුය. එමගින් කරුණ පෙළගැස්වීමේ පිළිවෙළ සංශෝධනයක් කළ යුතුය. උපදේශන මනෝවිද්‍යාවේදී පුද්ගලයෙකුගේ ගැටලුවක් නිරාකරණය කිරීමට මෙන්ම ඔහුගේ පෞරුෂ වර්ධනයට විවිධ ආකෘති භාවිත වේ. චතුරාසී සත්‍යයෙහි ව්‍යුහය දෙස බැලීමේදී එය නූතන සංජානනාත්මක වර්ගාත්මක විකිත්සාවට (Cognitive Behavioral Therapy - CBT) බෙහෙවින් සමානය (Ellis. A., 1994) .

මෙම අධ්‍යයනයේ පර්යේෂණ ගැටළුව වන්නේ, චතුරාසී සත්‍යයෙහි එන අංග හතර මනෝ උපදේශන පරමාර්ථ සමග තුලනාත්මකව විමර්ශනය කරමින්, එය ප්‍රායෝගික උපදේශන ආකෘතියක් ලෙස ඉදිරිපත් කළ හැකිද? යන්නයි.

මෙම පර්යේෂණයේ ප්‍රධාන අරමුණ ලෙස ගුණාත්මක පර්යේෂණ ප්‍රවේශයක් ඇසුරින් චතුරාසී සත්‍යයෙහි අංග හතර (දුක්ඛ, සමුදය, නිරෝධ, මාර්ග) නූතන උපදේශන පරමාර්ථ හතර (සංවර්ධන, වැළැක්වීම, යොමු කිරීම, ප්‍රතිකාරය) සමග සංකල්පීයව ඒකාබද්ධ කරමින්, න්‍යායක් ගොඩනැගීම වන අර මෙහි උප අරමුණු ලෙස,

- සුත්‍රාන්තර ක්‍රමවේද හඳුනාගැනීම
- බෞද්ධ උපදේශන පරමාර්ථ හඳුනා ගැනීම
- බෞද්ධ මූලික ඉගැන්වීම් ප්‍රායෝගික කරනය කිරීම

පර්යේෂණ ක්‍රමවේදය

මෙම අධ්‍යයනය ඒ සඳහා ගුණාත්මක පර්යේෂණ ප්‍රවේශය (Qualitative Research Approach) භාවිත කරනු ලබන අතර මෙම පර්යේෂණය සඳහා දත්ත රැස්කිරීමේදී මූලාශ්‍ර වර්ග දෙකක් උපයෝගී කර ගනු ලැබේ. එනම්, ප්‍රාථමික මූලාශ්‍ර ලෙස පාලි ත්‍රිපිටකයේ සූත්‍ර පිටකයට අයත් මූලික සූත්‍ර දේශනාව (ධම්මවක්කපවත්තන සූත්‍රය) හා ද්විතීයික මූලාශ්‍ර ලෙස අටුවා ග්‍රන්ථ, බෞද්ධ මනෝවිද්‍යාව හ උපදේශනය පිළිබඳ ලියැවුණු ග්‍රන්ථ, පර්යේෂණ පත්‍රිකා, සඟරා හා අන්තර්ජාලය ඇසුරින් මෙම අධ්‍යයනය සිදු කරනු ලැබේ.

සෞඛ්‍යගැතිමි

දුක්ඛ සත්‍යය - සංවර්ධන පරමාර්ථය (Developmental Objective)

“සංවර්ධනය” ආරම්භ වන්නේ පවතින තත්ත්වයේ සීමාවන් සහ අභියෝග (දුක) වටහා ගැනීමෙනි. ධම්මස්කප්පවතුම් සූත්‍රය තුළ දුක පිරිසිදු දතයුතුය බවයි එය පරික්ඛේදයා ලෙසින් දැකිය හැකිය. තමන් තුළ හෝ පරිසරය තුළ පවතින පීඩනය, නොසන්සුන්තාව හෝ අසම්පූර්ණත්වය (දුක්ඛ සත්‍යය) ගැඹුරින් විශ්ලේෂණය කිරීමට මනස දියුණු කිරීමට පුද්ගලයාගේ සංජානනාත්මක වර්ධනයකි (Cognitive Development)

සමුදය සත්‍යය - වැළැක්වීමේ පරමාර්ථය (Preventive Objective)

ගැටලුවකට මුල් වන හේතුව හෝ මූලය (සමුදය) සෙවීම උපදේශනයේ නිවාරණ හෝ වැළැක්වීමේ ක්‍රියාවලියට අත්‍යවශ්‍ය වේ. පහතබ්බං යනුවෙන් දුකේ සමුදය ප්‍රභාණය කළ යුතුය. හේතුව විනාශ කිරීමෙන් අනාගතයේ දී ඇති විය හැකි බිඳවැටීම් කල්තියා වැළැක්විය හැකිය.

නිරෝධ සත්‍යය - යොමු කිරීමේ පරමාර්ථය (Directing/Facilitative Objective)

නිරෝධය යනු දුක නැති කිරීමට ඇති මාර්ගය කුමක් ද යන්න සෙවීමය. එයින් අදහස් කෙරෙන්නේ භාවේතබ්බං යනුවෙන් පෙනේ. එනම් දුක නැති කරන මාර්ගය වැඩිය යුතුය. යොමු කිරීම තුළින් අදහස් වන්නේ ද ගැටලුවලින් තොර වූ නිදහස් නිසල මනෝභාවයයි. උපදේශනයේදී සේවාදායකයාව ධනාත්මක ඉලක්කයක් හෝ දැක්මක් වෙත යොමු කිරීම මෙයින් සිදු කෙරේ. පුද්ගලයා බලාපොරොත්තු සුන් වූ තත්ත්වයෙන් මුදාගෙන, ළඟා විය හැකි සාර්ථකත්වය වෙත මනස මෙහෙයවීම මෙහි අරමුණයි. තවද මෙහිදී සේවාලාභියාව අවශ්‍ය අදාළ පුද්ගලයන් කරා හෝ ආයතන වෙත යොමු කිරීම ද අදහස් කෙරේ. එමගින් සාර්ථක උපදේශනයක් සිදු කිරීමට හැකියාව පවතී.

මාර්ග සත්‍යය - ප්‍රතිකාරාත්මක පරමාර්ථය (Remedial/Treatment Objective)

මෙහිදී දුක්ඛ නිරෝධ ගාමිණී පටිපදා ආර්ය සත්‍යයයි. මෙය ත්‍රිවිධ ශික්ෂාව (සීල, සමාධි, ප්‍රඥා) ඇසුරින් ප්‍රායෝගික වර්යාත්මක සහ සංජානන ප්‍රතිකාර ලබාදීම සිදු කෙරේ. එවිට ආර්ය අෂ්ටාංගික මාර්ගය වැඩෙනු ඇත. ප්‍රායෝගිකව ගැටලුව සුවපත් කරන ක්‍රමවේදය හෙවත් ප්‍රතිකාරයයි. උපදේශනයේ එන සායනික මැදිහත්වීම් සහ වර්යාත්මක වෙනස්කම් මෙයට අයත් වේ.

නිගමනය

වතුරාඨී සත්‍යය යනු හුදු දාර්ශනික සංකල්පයක් පමණක් නොව, එය මානව ගැටලු කළමනාකරණය කිරීම සඳහා වන පරිපූර්ණ උපදේශන ආකෘතියකි. දුක්ඛ සත්‍යය හරහා යථාර්ථයට යොමු කිරීමත්, සමුදය සත්‍යය හරහා අර්බුද වැළැක්වීමත්, නිරෝධ සත්‍යය හරහා මානසික සංවර්ධනයත්, මාර්ග සත්‍යය හරහා ප්‍රායෝගික ප්‍රතිකාරයත් ලබා දීමෙන් මෙය අතිශය සාර්ථක විමර්ශනාත්මක අධ්‍යයන ප්‍රවේශයක් ලෙස වර්තමාන සමාජයට යොදාගත හැකිය.

මූල පද: ත්‍රිශික්ෂාව, මානසික සෞඛ්‍යය, මනෝවිකිත්සාව, සංජානන වර්යාත්මක ප්‍රතිකාරය , බෞද්ධ මනෝ විද්‍යාව, බෞද්ධ උපදේශනය

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ඒකනායක ඊ.එම්.ඩී.කේ.පී.

දර්ශනය හා මනෝවිද්‍යා අධ්‍යයනාංශය, ශ්‍රී ජයවර්ධනපුර විශ්වවිද්‍යාලය
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හැඳින්වීම

මනෝවිද්‍යාත්මකව මිනිස් මනස යහපත් දේවල් ආදේශ කර ගන්නවාට වඩා වැඩි වේගයකින් අයහපත් දේවල් වලට නැඹුරු වීම සාමාන්‍ය පොදු ලක්ෂණයකි. ශ්‍රී ලංකාවේ පවතින සමාජ ව්‍යුහය තුළ යොවුන් පරපුර විවිධ ආකාරයෙන් අභියෝග වලට මුහුණ දෙන අතර විශේෂයෙන්ම මත්ද්‍රව්‍ය ඇබ්බැහිවීම සමාජයෙහි විශාල ගැටලුවක් වී ඇත. මත්ද්‍රව්‍ය භාවිතය වළක්වා ගැනීම සඳහා එයට බලපාන මූලික සාධක හඳුනාගැනීම ඉතාමත් වැදගත්වෙයි. මත්ද්‍රව්‍ය උවදුර අප රටේ හිස එසවුයේ මැන කාලීනව නොවේ. එහෙත් වර්තමානය වන විට එය ක්‍රම ක්‍රමයෙන් ඉතාමත් ප්‍රබල සමාජ පිළිලයක් දක්වා ශීඝ්‍රයෙන් වර්ධනය වී ඇත. මුල් කාලීනව නගර ආශ්‍රිතව වර්ධනය වූව ද මේ වනවිට රට පුරා ව්‍යාප්ත වී ඇත.

එසේ හෙයින් මෙම මත්ද්‍රව්‍ය ඇබ්බැහි නව යොවුන් පරපුරට අතිශය තර්ජනයක් බවට පත්ව ඇති අතර මෙය සමාජ ගැටලුවක් දක්වා ද වර්ධනය වී ඇත. මත්ද්‍රව්‍ය යනු ඉතා සුළු ප්‍රමාණයක් ශරීරයට ඇතුළු වූ විට ශරීරයේ රසායනික සමතුලිතතාවය බිඳවැටෙන ආකාරයේ ද්‍රව්‍යයකි. මෙම රසායනික වෙනස් වීම් මිනිස් මොළයට සෘජුවම බලපාන අතර එමඟින් විවිධ ආකාරයේ මානසික විකෘතිතා ඇතිවේ. ඒ අනුව නව යොවුන් විය මත්ද්‍රව්‍ය සඳහා ඇබ්බැහි වීමට බලපාන සාධක අධ්‍යයනය කිරීම මෙම පර්යේෂණයේ ප්‍රධාන අරමුණ වේ. මෙම පර්යේෂණය බස්නාහිර පළාතේ කොළඹ දිස්ත්‍රික්කයට අයත් අවිස්සාවේල්ල ග්‍රාමීය ප්‍රදේශය තුළ පදිංචි නව යොවුන් වියේ දරුවන් ඇතුළු 50 දෙනෙකු යොදා ගනිමින් සිදු කර ඇත. නව යොවුන්විය දරුවන්ගේ මත්ද්‍රව්‍ය ඇබ්බැහිවීම පිළිබඳ අධ්‍යයනයේදී ඒ සඳහා බලපාන විවිධ හේතු සාධක දැක්විය හැකිය. විශේෂයෙන්ම පවුලේ සාමකාමී බව අහිමිවීම, දෙමව්පියන්ගේ පරීක්ෂාව සහ ආදරය නොමැතිවීම, පවුල තුළ ඇති මත්ද්‍රව්‍ය භාවිතයත් සහ පීඩාවකින් පසුවන පවුල් වාතාවරණයක් පැවතීම දරුවෙකු මත්ද්‍රව්‍ය භාවිතයට යොමු කරවන බව දැක්විය හැකිය. ඒ අනුව, දරුවන්ගේ සමාජීය, මානසික සහ ආධ්‍යාත්මික සංකීර්ණතා හඳුනා ගනිමින් ඔවුන්ට නිවැරදි මග පෙන්වීම සඳහා පවුල, පාසල, සමාජය සහ නීතිමය පද්ධතිය තුළින් ශක්තිමත් කාර්යභාරයක් ඉටු කළ යුතු බව පසක් විය.

පර්යේෂණ ක්‍රමවේදය

මෙම පර්යේෂණ සඳහා මිශ්‍ර ක්‍රමය භාවිතා කර ඇත. එනම්, ප්‍රමාණාත්මක සහ ගුණාත්මක ක්‍රම දෙකම එකට යොදා ගනිමින් නව යොවුන් වියේ දරුවන් මත්ද්‍රව්‍ය ඇබ්බැහි වීමට බලපාන සාධක හඳුනා ගැනීමට උත්සහ කර ඇත. මෙහිදී ප්‍රමාණාත්මක ක්‍රමය යටතේ ප්‍රශ්නාවලියක් මගින් දත්ත රැස් කරගන්නා අතර ගුණාත්මක ක්‍රමය යටතේ සම්මුඛ පරීක්ෂණ මගින් දත්ත එක් රැස් කර ගනී. මෙහිදී අහඹු ලෙස තෝරා ගත් 50 දෙනෙකුගෙන් යුතු පිරිසක් පර්යේෂණය සඳහා තෝරා ගන්නා ලදී.

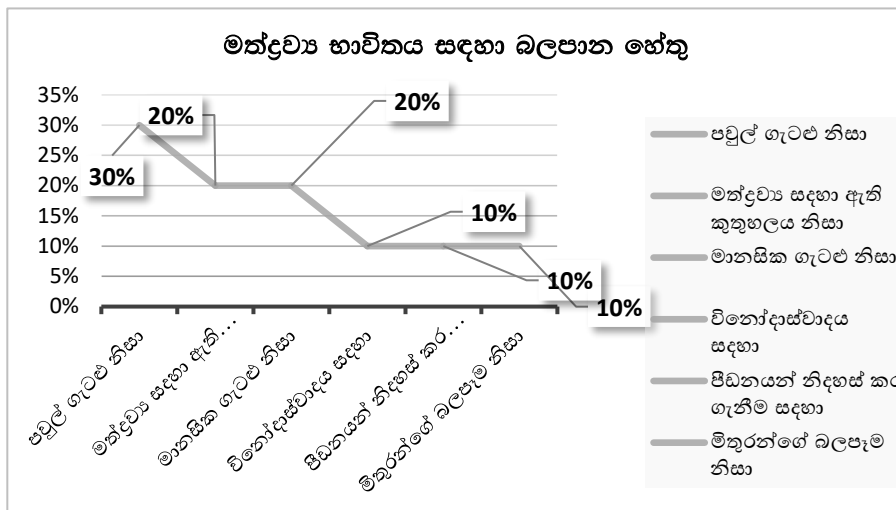
සම්පූර්ණ නියැදි ප්‍රමාණය පුද්ගලයින් 50 දෙනෙකු වන අතර, පහත සඳහන් කාණ්ඩ යටතේ වෙන් කෙරේ.

- නව යොවුන්විය දරුවන් - 30
- දෙමව්පියන් - 10
- ගුරුවරුන් - 10

මෙම පර්යේෂණයේදී දත්ත රැස් කර ගැනීම සඳහා නව යොවුන් විය දරුවන් සඳහා ක්‍රමවත්ව සැකසූ ප්‍රශ්නාවලියක් යොදා ගන්නා අතර දෙමාපියන් සහ අනෙකුත් පාර්ශ්වයන් සඳහා සම්මුඛ සාකච්ඡා ක්‍රමය යොදා ගන්නා ලදී.

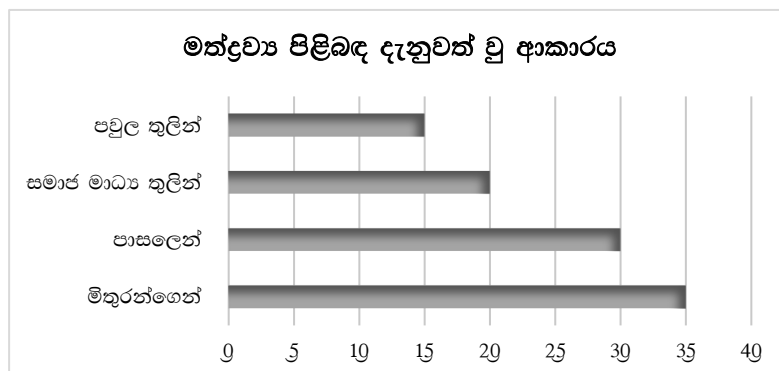
ප්‍රතිඵල සහ සොයාගැනීම්

දත්ත විශ්ලේෂණය මගින් හඳුනාගත් ප්‍රධාන ප්‍රතිඵල මෙසේ සාරාංශ කළ හැකි ය.



මූලාශ්‍රය: අධ්‍යයන කේන්ද්‍රය

ඉහත දැක්වෙන වගු සටහනට අනුව නව යොවුන් විය දරුවන් මත්ද්‍රව්‍ය භාවිතය සඳහා බලපාන සාධක විශ්ලේෂණය කර ඇත. එහි දී විනෝදාස්වාදය සඳහා මත්ද්‍රව්‍ය භාවිතා කරන දරුවන්ගේ ප්‍රතිශතය 10%ක් වේ. පීඩනයන් නිදහස් කර ගැනීම සඳහා මත්ද්‍රව්‍ය ලබාගන්නා දරුවන්ගේ ප්‍රතිශතය 10%ක් වේ. මිතුරන්ගේ බලපෑම නිසා මත්ද්‍රව්‍ය භාවිත කරන දරුවන්ගේ ප්‍රතිශතය 10%ක් වේ. මත්ද්‍රව්‍ය සඳහා ඇති කුතුහලය නිසා එය අත්හදා බැලීම සඳහා මත්ද්‍රව්‍ය භාවිතා කරන දරුවන්ගේ ප්‍රතිශතය 20%කි. පවුල් ගැටලු හේතුවෙන් මත්ද්‍රව්‍ය භාවිතා කරන ප්‍රතිශතය 30%ක් වේ. එමෙන්ම මානසික ගැටලු හේතුවෙන් මත්ද්‍රව්‍ය ලබා ගන්නා නියැදි ප්‍රතිශතය 20%ක් ය. මේ අනුව මත්ද්‍රව්‍ය භාවිතය සඳහා බලපාන හේතු අධ්‍යයනයේදී වැඩි ප්‍රතිශතයක් ඇත්තේ පවුල් ගැටලු හේතුවෙන් මත්ද්‍රව්‍ය භාවිතා කිරීමට යොමු වී ඇති බව නියැදි සමීක්ෂණය මගින් පැහැදිලි වේ.



නව යොවුන් විය දරුවන් මුල්ම වරට මත්ද්‍රව්‍ය පිළිබඳ දැනුවත් වූ ආකාරය පිළිබඳ ව්‍යාප්තිය

මූලාශ්‍රය: අධ්‍යයන කේන්ද්‍රය

ඉහත සඳහන් වගු සටහනට අනුව නව යොවුන් විය දරුවන් මුල්ම වරට මත්ද්‍රව්‍ය පිළිබඳව මිතුරන්ගෙන් දැනුවත් වූ නව යොවුන් විය දරුවන්ගේ නියැදි ප්‍රතිශතය 35% ක් වේ. පාසල තුළින් දැනුවත් වූ නව යොවුන් විය දරුවන්ගේ නියැදි ප්‍රතිශතය 30% ක් වේ. සමාජ මාධ්‍ය තුළින් මත්ද්‍රව්‍ය පිළිබඳව දැනුවත් වූ නියැදි ප්‍රතිශතය 20% ක් වේ. එමෙන්ම තම පවුල තුළින් මත්ද්‍රව්‍ය පිළිබඳව දැනුවත් වූ දරුවන්ගේ ප්‍රතිශතය 15% ක් ලෙස දැක්විය හැකිය. ඒ අනුව වැඩි පිරිසක් මිතුරන් හරහා මත්ද්‍රව්‍ය වෙත යොමු වී ඇත.

නිගමන

මෙම අධ්‍යයනය මගින් නිගමන කිහිපයකට වලට එළැබිය හැකි ය. මෙම පර්යේෂණය මගින් නව යොවුන් විය දරුවන් මත්ද්‍රව්‍ය භාවිතය කරා යොමු වීමට බලපාන ප්‍රධාන සාධක රැසක් හඳුනා ගත හැකි විය. ඒ අතරින් පවුල් පසුබිම, ගුරුවරුන් සහ දෙමාපියන්ගෙන් ලැබෙන අධීක්ෂණයේ අඩුව, ආත්ම විශ්වාසයේ හිඟය, මිතුරන්ගේ බලපෑම්, ආර්ථික දුෂ්කරතා, මානසික ආතතිය, තොරතුරු තාක්ෂණය සහ ජනමාධ්‍යයේ බලපෑම වැනි කරුණු ප්‍රමුඛ වශයෙන් හඳුනා ගත හැකි විය. එමෙන්ම, නව යොවුන්විය දරුවන් බොහෝ දෙනා මත්ද්‍රව්‍ය සම්බන්ධ දැනුමක් නොමැතිව සහ ආරක්ෂිත ආකාරයකින් ජීවිතය ගත කරන්නේ කෙසේද යන්න පිළිබඳ නිවැරදි මඟපෙන්වීමකින් තොරව කටයුතු කරන බවද තහවුරු විය.

ඒ අනුව, දරුවන්ගේ සමාජීය, මානසික සහ ආධ්‍යාත්මික සංකීර්ණතා හඳුනා ගනිමින් ඔවුන්ට නිවැරදි මඟ පෙන්වීමක් ලබා දීම පවුල, පාසල, සමාජය සහ නීතිමය පද්ධතිය සතු වගකීමකි. දරුවන් සමඟ ඇති සන්නිවේදනයේ අඩුපාඩු, ආර්ථික පීඩනය, ගුරුවරුන්ගේ සෘජු දැනුවත් කිරීමේ පසුබැසීම, මානසික පීඩනය සහ වයසට අනුව ඇතිවන කුසලතා නොමැතිකම ඔවුන්ට වරදකාරී තීරණ ගැනීමට හේතු වී ඇත.

මෙවැනි තත්වයන් යටතේ, නව යොවුන්විය දරුවන්ට නිවැරදි මාර්ගෝපදේශනය, විවේචනාත්මක සිතිවිලි වර්ධනය, ආත්ම විශ්වාසය පෝෂණය කිරීම, සහ සමාජ වගකීම් පිළිබඳ අවබෝධය ලබාදීම අත්‍යවශ්‍ය බව තහවුරු විය. පදනම් අධ්‍යාපනය තුළින් මත්ද්‍රව්‍ය භාවිතය පිළිබඳ නීතිමය, සමාජීය හා මානසික බලපෑම් පිළිබඳ දැනුවත් කිරීමක් දරුවන් වෙත ලබා දිය යුතු අතර, පාසල් මට්ටමින් මනෝ උපදේශන සේවාවන් ව්‍යාප්ත කළ යුතුය.

යෝජනා

- නව යොවුන් විය දරුවන්ට මත්ද්‍රව්‍යවල බලපෑම, එවක භාවිතයෙන් ඇතිවන අවදානම් හා නීතිමය පදනම පිළිබඳ දැනුවත් කිරීම සඳහා පාසල් තුළ විශේෂ වැඩසටහන් ක්‍රියාත්මක කළ යුතුය.
- දෙමාපියන්ට තම දරුවන්ගේ හැසිරීම් වල වෙනස්කම් තේරුම් ගැනීම, ආදරය සහ පැවැත්ම පදනම් කරගත් ව්‍යාපෘති මගින් දෙමාපියන් සඳහා උපදේශන වැඩසටහන් ක්‍රියාත්මක කළ යුතුය.
- සමාජ සේවා සහ ප්‍රජා මට්ටමේ මැදිහත් වීම.
- මත්ද්‍රව්‍ය භාවිතය පළපුරුදු ලෙස විවේචනය කරන, දරුවන්ට ආදර්ශය පෙන්වන මාධ්‍ය වැඩසටහන් වැඩි කිරීම.
- පාසල්වල අවට හා සමාජය තුළ මත්ද්‍රව්‍ය බෙදාහැරීම් වලට එරෙහිව දැඩි නීති ක්‍රියාත්මක කළ යුතුය.
- මනෝ උපදේශන සහ උපදේශන සේවාවන් ආරම්භ කිරීම.
- මිතුරන්ගේ බලපෑම් පිළිබඳ අවබෝධය දීම.
- තොරතුරු තාක්ෂණයේ වාසි උපයෝගී කර ගැනීම

විමර්ශන ග්‍රන්ථ

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ඉරේෂා ශ්‍යාමලී ඩයස් විරමන්

මානව ශාස්ත්‍ර පීඨය, යුරේසියානු සරසවිය, ශ්‍රී ලංකාව

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හැඳින්වීම

නූතන ඩිජිටල් විප්ලවයත් සමග කෘතිම බුද්ධිය මානව ක්‍රියාකාරකම්වල සෑම ක්ෂේත්‍රයකටම අත්‍යවශ්‍ය සාධකයක් බවට පත්ව ඇත. අධ්‍යාපනය, සෞඛ්‍යය සහ විනෝදාස්වාදය වැනි ක්ෂේත්‍රවල කෘතිම බුද්ධි තාක්ෂණය යෙදවීම කුඩා අවධියේ සිටම ඩිජිටල් පරිසරයකට නිරාවරණය වන දරුවන් කෙරෙහි දැඩි බලපෑමක් එල්ල කරයි. වර්තමානයේ මෙම දරුවන් කෘතිම බුද්ධිය පාදක කරගත් සුහුරු සහායකයන් (Smart Assistance) ළමා වීඩියෝ (Video Platforms) සහ බුද්ධිමත් ඉගෙනුම් මෙවලම් (AI Learning Assistance) සමඟ දෛනික ව සම්බන්ධ වෙති. මෙම මෙවලම් සංජානන සහ භාෂා ඥානය උත්තේජනය කිරීමට දායක විය හැකි වුවද දරුවාගේ ස්වභාවික සන්නිවේදනය, චිත්තවේගීය පරිණතභාවය සහ නිර්මාණශීලීත්වය කෙරෙහි දිගු කාලීන ව සිදුවන බලපෑම පිළිබඳ ශ්‍රී ලාංකීය සන්දර්භය තුළ පවතින්නේ අවම අවබෝධයකි. මෙම පර්යේෂණය මගින් එම හිඬුස පිරවීම අරමුණු කර ගනිමින් වයස අවුරුදු නවයේ සිට දහසය දක්වා දරුවන්ගේ ප්‍රධාන සංවර්ධන සංධිස්ථානවලට සිදුවන ධනාත්මක හා සෘණාත්මක බලපෑම් විද්‍යාත්මක ව අධ්‍යයනය කරනු ලැබේ.

ඒ අනුව වයස අවුරුදු 9-16 යනු දරුවෙකුගේ ජීවිතයේ පූර්ව නව යොවුන්විය නියෝජනය කරන කාලවකවානුවයි. මනෝවිද්‍යාත්මක හා ස්නායු විද්‍යාත්මක අධ්‍යයන වලට අනුව මෙම කාල සීමාව තුළදී දරුවන්ගේ බුද්ධි වර්ධනය ශීඝ්‍ර වෙනස්කම් සිදුවන අතර එය ඔවුන්ගේ සමස්ත සංවර්ධන කුසලතා කෙරෙහි සෘජුවම බලපාන අවධියකි. මෙම අවධියේ දරුවන් සැබෑ මානුෂීය සබඳතා වලින් බැහැරව කෘතිම බුද්ධි මෙවලම් සමඟ අධික තිර කාලයක් ගත කිරීම හේතුවෙන් ඔවුන්ගේ මනෝ සමාජීය සංවර්ධනය අඩාල වන බවට ජාත්‍යන්තර පර්යේෂණ අනතුරු ඇඟවයි. එනම් ස්වභාවික ක්‍රීඩා වලින් ඈත්වීම අත් අයගේ හැඟීම් වටහා ගැනීමේ හැකියාව හෙවත් සංවේගශීලීත්වය දුර්වල වීම සහ අවධානය රඳවා ගැනීමේ කාලය සීමා වීම මින් ප්‍රධාන වේ. ඩිජිටල් මාධ්‍ය භාවිතය වේගයෙන් ව්‍යාප්ත වන ශ්‍රී ලංකාව වැනි සංවර්ධනය වෙමින් පවතින රටක දේශීය සමාජ සංස්කෘතික පසුබිම පදනම් කරගත් පර්යේෂණ අනිශ්චිත දුර්වලය. එබැවින් මෙම අධ්‍යයනය මගින් පහත ප්‍රශ්න විමර්ශනය කෙරේ.

- වයස අවුරුදු නවයත් දහසයත් අතර ළමුන්ගේ සාමාන්‍ය සංවර්ධන රටාවට කෘතිම බුද්ධි භාවිතය බලපාන්නේ කෙසේද?
- කෘතිම බුද්ධි අධ්‍යාපනික මෙවලම් සංජානනයෙන් රටාව සහ ගැටලු විසඳීමේ හැකියාව කෙරෙහි දක්වන බලපෑම කුමක්ද?
- කෘතිම බුද්ධි භාවිතය සහ ළමුන්ගේ ස්වාධීන ඉගෙනුම් හැකියාව අතර පවතින සහ සම්බන්ධතාවය කුමක්ද?

මෙම අධ්‍යයනයේ ප්‍රධාන අරමුණ ලෙස කෘතිම බුද්ධි තාක්ෂණ වයස අවුරුදු නවයේ සිට දහසය දක්වා දරුවන් යොමුවීම හේතුවෙන් ඔවුන්ගේ සමස්ත සංවර්ධන කුසලතා වලට සිදුවන ධනාත්මක හා සෘණාත්මක බලපෑම විද්‍යාත්මකව තක්සේරු කිරීමයි. ද්විතියික අරමුණු ලෙස කෘතිම බුද්ධි මෘදුකාංග හරහා ළමුන්ගේ තර්කන ශක්තිය සහ ගැටලු විසඳීමේ නිපුණතාවය විශ්ලේෂණය කිරීම, කෘතිම බුද්ධි භාවිතය සහ ස්වභාවික සමාජ අන්තර් ක්‍රියා, භාෂා කුසලතා හා සංවේගශීලීත්වය අතර සම්බන්ධය මැන බැලීම, අධික කෘතිම බුද්ධි නිරාවරණය හේතුවෙන් සිදුවන සංවර්ධන අපගමනයන් හඳුනා ගැනීම සහ දෙමාපියන් මෙන්ම ගුරුවරුන් සඳහා ප්‍රායෝගික මාර්ගෝපදේශ ඉදිරිපත් කිරීම අරමුණු කරගන්නා ලදී.

ක්‍රමවේදය

මෙම පර්යේෂණය සඳහා ප්‍රමාණාත්මක සහ ගුණාත්මක දත්ත ඒකාබද්ධ කෙරෙන මිශ්‍ර ක්‍රමවේද ප්‍රවේශයක් අනුගමනය කරන ලදී. එහි නියැදිය ලෙස ශ්‍රී ලංකාවේ කැස්බෑව ප්‍රාදේශීය ලේකම් කොට්ඨාසය ආශ්‍රිත පදිංචි වයස අවුරුදු 9-16 අතර ළමුන් 100ක් (පිරිමි 50 සහ ගැහැණු 50, ඔවුන්ගේ දෙමාපියන් 100 දෙනෙකු සහ ප්‍රාථමික ගුරුවරුන් 5 දෙනෙකු සහ ද්විතීක ශ්‍රේණි වල ගුරුවරුන් පස් දෙනෙකු අරමුණු සහගත නියැදි ක්‍රමයකින් තෝරාගන්නා ලදී.

දෙමාපියන් සඳහා ව්‍යුහගත ප්‍රශ්නාවලියක් මගින් දරුවාගේ කෘතීම බුද්ධි භාවිත පුරුදු, තිර කාලය සහ සංවර්ධන සංකීර්ණතා පිළිබඳ ප්‍රමාණාත්මක දත්ත රැස් කරන ලදී. ළමුන්ගේ සංජානන මට්ටම මැනීමට සම්මත ළමා වර්ධන පරිමාණයන් භාවිත විය. ගුණාත්මක දත්ත සඳහා ගුරුවරුන් සහ දෙමාපියන් සමඟ අර්ධ-ව්‍යුහගත සම්මුඛ සාකච්ඡා පැවැත්වූ අතර, පාසල් පරිසරය තුළ දරුවන්ගේ හැසිරීම් සෘජුවම නිරීක්ෂණය කරන ලදී.

ප්‍රමාණාත්මක දත්ත සංඛ්‍යානමය මෘදුකාංග භාවිතයෙන් විශ්ලේෂණය කරන ලදී. එහිදී විස්තරාත්මක සංඛ්‍යානමය, පියර්සන් සහ සම්බන්ධතා පරීක්ෂණය සහ කණ්ඩායම් දෙක අතර වෙනස සෙවීමට ස්වාධීන නියැදි ටී - පරීක්ෂණයක් (T-Test) භාවිත විය. ගුණාත්මක දත්ත සඳහා තේමාත්මක විශ්ලේෂණ ක්‍රම වේදය භාවිත කරන ලදී.

ප්‍රතිඵල සහ සොයා ගැනීම්

දත්ත විශ්ලේෂණයට අනුව කෘතීම බුද්ධි තාක්ෂණය ළමා සංවර්ධනය කෙරෙහි ධනාත්මක මෙන්ම සෘණාත්මක බලපෑම් එකසේ ඵලදායී කරන බව හෙළි විය.

සංජානන සහ භාෂාමය වර්ධනයේ ධනාත්මක ප්‍රචණතා

දිනකට විනාඩි 30-45 අතර කෘතීම බුද්ධි අධ්‍යාපනික යෙදුම් භාවිත කරන ළමුන්ගේ රටා හඳුනා ගැනීම සහ මූලික ගැටලු විසඳීමේ වේගය ඉහළ මට්ටමක පැවතුණි. පාලිත කෘතීම බුද්ධි භාවිතය සහ ළමුන්ගේ දෙවන භාෂාව වචන මාලාව වර්ධනය වීම අතර ද ධනාත්මක සහ සම්බන්ධතාවයක් පැහැදිලි ව දක්නට ලැබුණි. කෘතීම බුද්ධි සුහුරු සහායකයන් සමඟ ගනුදෙනු කිරීමත් නිසා දරුවන්ගේ වාචික ප්‍රතිචාර වේගවත් වී ඇති බව සොයා ගන්නා ලදී.

සමාජ චිත්තවේගීය සහ වර්ගාත්මක සෘණාත්මක ප්‍රචණතා

කෙසේ වුවද දිනකට පැය දෙකකට වඩා අධික කාලයක් පාලනයකින් තොරව කෘතීම බුද්ධි උපාංග පරිශීලනය කරන ළමුන්ගේ සමාජීය සහ චිත්තවේගීය වර්ධනය බරපතල පසුබෑමක් නිරීක්ෂණය විය. ස්වාධීන නියැදි ටී - පරීක්ෂණ ප්‍රතිඵල වලට අනුව අධික ලෙස කෘතීම බුද්ධිය භාවිත කරන ළමුන් සහ සීමිතව භාවිත කරන ළමුන් අතර චිත්තවේග ස්ථාවරත්වය සහ සහයෝගීතාවය පිළිබඳව සංඛ්‍යානමය වශයෙන් පැහැදිලි සෘණාත්මක වෙනසක් පවතී. ගුරුවරුන් සමඟ සම්මුඛ සාකච්ඡා වලදී හෙළි වූයේ කෘතීම බුද්ධි උපාංග වලට ඇබ්බැහි වූ දරුවන් පාසල තුළ අනෙක් දරුවන් සමඟ සහයෝගයෙන් දේවල් බෙදා ගැනීමට අකමැති අතර, කණ්ඩායම් ක්‍රියාකාරකම් වල දී පහසුවෙන් කෝපයට පත්වන බවයි. කෘතීම බුද්ධි සහායකයන් දරුවා අසන සෑම ප්‍රශ්නයකටම ක්ෂණික ව පිළිතුරු සපයන බැවින්, සැබෑ ජීවිතයේ දී මිනිසුන්ගෙන් එවැනි ක්ෂණික ප්‍රතිචාර නොලැබෙන විට දරුවා දැඩි නොඉවසිලිමත් බවක් පෙන්නවයි.

සාකච්ඡාව

මෙම පර්යේෂණය සොයා ගැනීම් මගින් කෘතීම බුද්ධිය ළමා ලෝකය කෙරෙහි දක්වන ද්විත්ව ස්වභාවය පැහැදිලි වේ. වයස අවුරුදු නවය සහ දහසය යනු මොළයේ පෙරමුණු දණ්ඩ වේගයෙන් වෙනස් වන සහ පරිසරයෙන් ලැබෙන උත්තේජන සහ අධ්‍යාපනය මත බුද්ධි ඵලය ස්ථාවර වන වකවානුවකි. එය කුසලතා වර්ධනයට සෘජුව බලපාන අතර මෙම කාලයේදී බුද්ධිය යනු හුදෙක් විභාග සමත්වීමේ

හැකියාවන් පමණක් නොව එය දරුවාගේ තර්කනය විත්තවයක පාලනය සමාජීය සබඳතා සහ ප්‍රයෝගික ජීවිතයේ කුසලතා තීරණය කරන ප්‍රධානතම සාධකය ද වේ. කෘතිම බුද්ධි මෙවලම් මගින් ආකර්ෂණීය පරිසරයක් නිර්මාණය කළ හැකි වුවද, එය කිසිසේත්ම සැබෑ මානුෂීය ස්පර්ශයට හෝ භෞතික අත්දැකීම් වලට ආදේශකයක් නොවේ. දරුවෙකු භෞතිකව සෙල්ලම් කිරීමෙන් සහ සම වයසේ මිතුරන් සමඟ ගැටීමෙන් ලබන විත්තවේගී පරිත්‍ය භාවය කෘතිම ඇල්ගොරිතමයකින් ලබාගත නොහැක.

ශ්‍රී ලංකාවේ වර්තමාන කාර්ය බහුල සමාජ වටපිටාව තුළ, බොහෝ ඇල්ගොරිතම මගින් දරුවාගේ රුචිකත්වය හඳුනාගෙන ඔවුන් දිගින් දිගටම තීරය වෙත ඇදගෙන තබාගන්නා අතර, මෙමගින් දරුවාගේ ස්වභාවික නිර්මාණශීලීත්වය සහ පරිකල්පන ශක්තිය බරපතල ලෙස අඩාල වේ.

යෝජනා සහ නිර්දේශ

පර්යේෂණ දත්ත පදනම් කර ගනිමින් ලාංකීය සමාජය තුළ කෘතිම බුද්ධි තාක්ෂණය ළමා පරපුරට හිතකර ලෙස කළමනාකරණය කිරීම උදෙසා පහත යෝජනා ඉදිරිපත් කෙරේ.

- ජාතික ඩිජිටල් මාර්ගෝපදේශ සකස් කිරීම.
- අධ්‍යාපන සහ සෞඛ්‍ය අමාත්‍යාංශ ඒකාබද්ධව පාසල් දරුවන් සඳහා වන උපරිම තීර කාලය දෛනිකව විනාඩි 45 කට සීමා කරමින් ජාතික ප්‍රතිපත්තියක් සකස් කළ යුතුය.
- සම - නිරීක්ෂණ ක්‍රමවේදය ප්‍රවර්ධනය කිරීම.
- දෙමව්පියන් දරුවාට තනිවම කෘතිම බුද්ධි උපාංග භාවිත කිරීමට ඉඩ නොතබා ඔවුන් ද දරුවා සමඟ එම ක්‍රියාවලියට හවුල් වෙමින් අන්තර් ක්‍රියා කළ යුතුය.
- ප්‍රාථමික සහ කනිෂ්ඨ ගුරු පුහුණුව නවීකරණය.
- ප්‍රාථමික සහ කනිෂ්ඨ ගුරු පුහුණු පාඨමාලා වලට ඩිජිටල් මනෝ විද්‍යාව ඇතුළත් කළ යුතු අතර පන්ති කාමරය තුළ තාක්ෂණික මෙවලම් සහ භෞතික ක්‍රීඩා අතර මනා සමතුලිතතාවයක් පවත්වා ගැනීමට ඔවුන් දැනුවත් කළ යුතුය.
- දේශීය ළමා හිතකාමී කෘතිම බුද්ධි අන්තර්ගතයන් නිර්මාණය.
- ලාංකීය සංස්කෘතියට සහ ළමා මනෝ විද්‍යාවට ගැළපෙන ළමා සංවර්ධනය ධනාත්මක උත්තේජනය කරන කෘතිම බුද්ධි සහායක මෘදුකාංග සහ යෙදවුම් දේශීයව නිර්මාණය කළ යුතුය.

නිගමනය

කෘතිම බුද්ධිය යනු ළමා සංවර්ධනය සඳහා නව මානයන් විවෘත කරන ප්‍රබල මෙවලමකි. එහෙත් එහි සාර්ථකත්වය හෝ විනාශකාරී බව තීරණය වන්නේ දරුවා එයට යොමුවන ආකාරය සහ එහි භාවිතයේ නිව්‍රතාවය මතය. වයස අවුරුදු නවය - දහසය වැනි නවයොවුන්විය වැනි තීරණාත්මක සංවර්ධන අවධීන්වල පසුවන දරුවන්ගේ මොළය කෘතිම ඇල්ගොරිතමයකට පමණක් පාලනය කිරීමට ඉඩ හැරීම සමාජීය අවදානමකි. පාලිත සහ අධ්‍යාපනික අරමුණු සහිත කෘතිම බුද්ධි භාවිතය ළමුන්ගේ සංජානනය දියුණු කරන අතර ම, පාලනයකින් තොරව සිදුවන අධික භාවිතය ඔවුන්ගේ විත්තවේගී බුද්ධිය සහ සමාජ කුසලතා පිරිහීමට ලක් කරයි. එබැවින් තාක්ෂණයේ ධනාත්මක ඵල නෙළා ගනිමින්, එහි සෘණාත්මක බලපෑම් වලින් දරුවන් ආරක්ෂා කර ගැනීමට දෙමාපියන්, ගුරුවරුන් සහ රජය වගකීම් සහගතව ක්‍රියා කළ යුතුය.

මූල පද: කෘතිම බුද්ධිය, නව යොවුන්විය, සංජානන කුසලතා, විත්තවේගී බුද්ධිය

විමර්ශන ග්‍රන්ථ

Raising Kids in the AI Era: What Every Parent Must Know Starting Now" by Gloria Thompson

Artificial Intelligence in School: A Pedagogical Framework for Critical AI Literacy" by Maria Ranieri, Stefano Cuomo, and Gabriele Biagini

AI Ethics for Families: The Complete Parent’s Guide to Raising Children Safely and Responsibly in the Age of Artificial Intelligence" (Raaz Books)

Screen Smart Children: A Guide to Helping Kids Thrive in a World that Never Switches Off" by Dr. Mark Williams and Gavin McCormack

Machine Learning for Kids: A Project-Based Introduction to Artificial Intelligence" by Dale Lane

මාණිකාස හාවිතය මනෝ සෞඛ්‍ය සංරක්ෂණය උදෙසා බලපාන ආකාරය පිළිබඳ ගවේෂණාත්මක අධ්‍යයනයක්

අදිකාරම් පී.කේ.යූ.*¹, සන්ධ්‍යාමාලි විද්‍යාරත්න²

අධ්‍යාත්මික අධ්‍යයන හා පර්යේෂණ අංශය, ශ්‍රී ලංකා සිද්ධිවේද සභාව
pkquadhikaramge@yahoo.com*

හැඳින්වීම

මිනිස් ශිෂ්ටාචාරයේ ප්‍රවේශයන් සමඟම විවිධ ස්වභාවික සම්පත් තමන්ගේ කායික හා මානසික සුවපත්භාවය උදෙසා භාවිත කිරීමට මානවයා පෙළඹී ඇත. ඒ අතරින් මාණිකාස සහ ස්ඵටික (Gemstones and Crystals) භාවිතය පිළිබඳව වසර දහස් ගණනක ඓතිහාසික සහ සංස්කෘතික පසුබිමක් පවතී. පැරණි ඊජිප්තු, ග්‍රීක, චීන සහ ඉන්දියා, ශ්‍රී ලංකා ආයුර්වේද ක්‍රමවේදයන් දේශීය පාරම්පරික වෛද්‍ය ක්‍රම තුළ මාණිකාස හුදෙක් ස්වර්ණාභරණ ලෙස පමණක් නොව කායික මානසික විවිධ රෝගාබාධ සුවපත් කරන මූලාශ්‍රයක් ලෙස යොදාගෙන ඇත.

නූතන විසිළුන්වන සියවසේ පවතින අධික කාර්මීකරණය, තාක්ෂණික දියුණුව සහ තරඟකාරී සමාජ වටපිටාව හේතුවෙන් මානවයා පෙර නොවූ විරූ මට්ටමක මානසික පීඩනයකට ගොදුරු වී සිටී. මානසික ආතතිය (Stress) කාංසාව (Anxiety) මනෝභාවය අවපීඩනය වීම (Depressed Mood) සහ චිත්තවේගීය අසමබරතාවය වර්තමානයේ ගෝලීය මනෝ සෞඛ්‍ය ක්ෂේත්‍රය මුහුණ දෙන ප්‍රධානතම අභියෝගයන් වේ. මෙම තත්වයන් පාලනය කිරීම සඳහා බටහිර ඖෂධීය ප්‍රතිකාර (Pharmacotherapy) බහුලව භාවිත වුවද, ඒවායින් ඇති විය හැකි අතුරු ආබාධ සහ දිගුකාලීන ඇබ්බැහි වීම් හේතුවෙන්, ලෝකය පුරා වෙසෙන ජනතාව විකල්ප සහ පරිපූරක වෛද්‍ය ප්‍රතිකාර ක්‍රමවේද (Complementary and Alternative Medicine - CAM) කෙරෙහි නැඹුරු වීමේ ප්‍රවණතාවයක් දක්නට ලැබේ.

මාණිකාස චිකිත්සාව (Gem Therapy / Crystal Healing) යනු මෙලෙස ලෝක අවධානයට ලක් වූ ශක්ති ප්‍රතිකාර (Energy Medicine) ක්‍රමවේදයකි. මෙම ප්‍රතිකාර ක්‍රමයේ මූලික පදනම වන්නේ මාණිකාස සතුව පවතින ස්වාභාවික වර්ණ තරංග (Color Wavelengths) සහ ඒවායේ අද්විතීය පරමාණුක ව්‍යුහය මගින් නිකුත් කරන ක්ෂුද්‍ර ශක්ති කම්පන (Subtle Energy Vibrations) මිනිස් සිරුරේ සහ මනසෙහි පවතින ශක්ති කේන්ද්‍රයන් සමඟ අන්තර්ක්‍රියා කරන බවයි. මෙම අධ්‍යයනය මගින් මාණිකාස භාවිතය හුදෙක් සම්ප්‍රදායික විශ්වාසයක් හෝ මිථ්‍යාවක්ම නොව, එය පිටුපස පවතින මනෝවිද්‍යාත්මක සහ භෞතික විද්‍යාත්මක සාධක විධිමත් ශාස්ත්‍රීය ව්‍යුහයක් තුළ පරීක්ෂාවට ලක් කෙරේ.

මාණිකාස සහ පළිඟු වර්ග මගින් මානසික සහ ශාරීරික රෝග සුවපත් කළ හැකි බවට පෙරදිග සහ අපරදිග සංස්කෘතීන් තුළ විවිධ සාක්ෂි සහ ආකල්ප පැවතියද, එම ප්‍රකාශයන් බටහිර විද්‍යාත්මක හෝ විශ්වවිද්‍යාලීය මට්ටමේ පර්යේෂණ මගින් ඇගයීමට ලක් කිරීම ඉතා අල්පය. බොහෝ විට බටහිර වෛද්‍ය විද්‍යාව තුළ මානිකාස භාවිතය හඳුන්වනු ලබන්නේ ප්ලේසෙබෝ ආචරණයක් ආචරණයක් (Placebo Effect) හෙවත් ආත්මීය විශ්වාසයක් නිසා ඇති වන තාවකාලික සහනයක් ලෙස පමණි. එබැවින් මෙම අධ්‍යයනය තුළින් මතු කර දක්වන ප්‍රධාන පර්යේෂණ ගැටලුව වන්නේ, මානිකාස සතු භෞතික සහ ව්‍යුහාත්මක ගුණාංග (උදා: පීසෝ ඉලෙක්ට්‍රික් ආචරණය, වර්ණ තරංග ආයාමයන්) මිනිස් මනසෙහි සහ ස්නායු පද්ධතියේ ක්‍රියාකාරීත්වයට සෘජුවම බලපෑම් කරන්නේ කෙසේද සහ එය විධිමත් මනෝ සෞඛ්‍ය සංරක්ෂණ ක්‍රමවේදයක් ලෙස ප්‍රමිතිකරණය කරන්නේ කෙසේද?

මෙම මූලික ගැටලුව තවදුරටත් අවබෝධ කර ගැනීම සඳහා පහත උප-ගැටලු නිර්මාණය වේ.

- මානිකාසවල පවතින ස්ඵටික ව්‍යුහය (Crystalline Lattice) දිගුකාලීනව භාවිත කිරීමේදී මිනිස් සිරුරේ ජෛව-විද්‍යුත් ක්ෂේත්‍රය (Bio-electromagnetic field) සමඟ සිදුවන සන්නිවේදනය කුමක්ද?

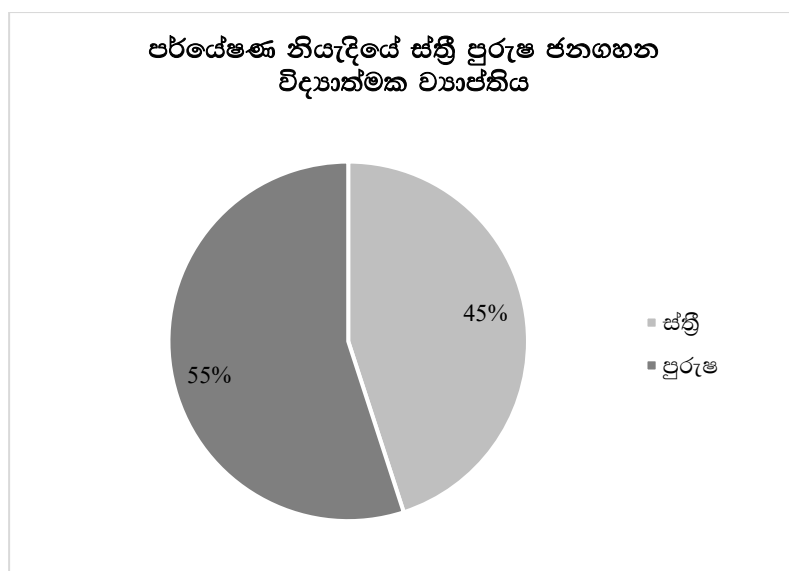
- ශබ්ද තරංග (Sound Vibrations) මගින් සිදුවන සුවපත් වීමට සමාන ක්‍රියාවලියක් මානිකාවල කම්පන තරංග මගින් ද සිදුවේද?

මෙම පර්යේෂණයේ ප්‍රධාන අරමුණ ලෙස මානික භාවිතය පුද්ගලයන්ගේ මනෝ සෞඛ්‍ය සංරක්ෂණයට, විශේෂයෙන්ම කාංසාව, මානසික ආතතිය පාලනයට සහ චිත්තවේගීය ස්ථායීතාවයට බලපාන ආකාරය විද්‍යාත්මක හා මනෝවිද්‍යාත්මක දෘෂ්ටිකෝණයකින් යුක්තව ගවේෂණය කිරීම හා සුවිශේෂී අරමුණ ලෙස,

- ඇමතිස්ට් (Quartz) මානික භාවිතය මගින් මොළයේ අවධානය සහ පැහැදිලි බව (Mental Focus & Clarity) වර්ධනය කරන ආකාරය ප්‍රමාණාත්මකව මැන බැලීම.
- මානික විකිත්සාව දිගුකාලීනව භාවිත කිරීමේදී සිදුවන "සිද්ධි වීම" හෙවත් සක්‍රීය වීමේ ක්‍රියාවලිය (Activation Process) විද්‍යාත්මක සිද්ධාන්ත ඇසුරින් පැහැදිලි කිරීම.
- මානික භාවිතය සහ මන්ත්‍ර ශබ්ද (උදා: ඕම්) උච්චාරණය අතර පවතින කම්පනමය සමානතාවය විශ්ලේෂණය කිරීම.
- නූතන මනෝවිද්‍යාත්මක උපදේශන ක්ෂේත්‍රය සඳහා මෙම විකිත්සාව පරිපූරක මෙවලමක් (Complementary Tool) ලෙස යොදාගත හැකි ආකාරය පිළිබඳ නිර්දේශ ඉදිරිපත් කිරීම.

පර්යේෂණ ක්‍රමවේදය

මෙම අධ්‍යයනය සඳහා මිශ්‍ර පර්යේෂණ ප්‍රවේශයක් භාවිතා කරන ලදී. එහිදී ප්‍රමාණාත්මක දත්ත රැස් කිරීම සඳහා ව්‍යුහගත ප්‍රශ්නාවලි ද, ගුණාත්මක දත්ත සඳහා සහභාගී වූවන්ගේ ආත්මීය අත්දැකීම් සහ පුද්ගල නිරීක්ෂණ සටහන් ද උපයෝගී කරගන්නා ලදී. අධ්‍යයන ප්‍රදේශය ලෙස ශ්‍රී ලංකාවේ බස්නාහිර පළාත තුළ අධ්‍යයනය සඳහා සසම්භාවී නොවන චේතනාන්විත නියදිකරණ ක්‍රමවේදය යටතේ, සාමාන්‍ය මට්ටමේ සිට ඉහළ මට්ටම දක්වා මානසික ආතතිය, කාංසාව සහ අවධානය යොමු කිරීමේ අපහසුතාවලින් පෙළෙන අවුරුදු 20 ත් 50 ත් අතර වයස් සීමාව තුළ ස්ත්‍රී 55 ක් සහ පුරුෂ 45 ක් වන 100 ක නියැදියක් තෝරා ගන්නා ලදී.



ආත්මීය බලපෑම: සහභාගී වූවන්ගේ පූර්ව සංස්කෘතික හෝ ආගමික විශ්වාසයන් ප්‍රතිඵල කෙරෙහි යම් මට්ටමක ආත්මීය බලපෑමක් (Subjective Bias) ඇති කළ හැකිය.

කාලීන සීමාව: පර්යේෂණ කාලය සති 4කට සීමා වූ බැවින්, මාණිකාස භාවිතයේ වසර ගණනාවක දීර්ඝකාලීන ස්නායුක බලපෑම් නිරීක්ෂණය කිරීමට ඇති අවස්ථාව සීමිත විය.

භෞතික පාලනය: සහභාගී වූවන් දෛනිකව නිවසේදී විකිත්සාව සිදු කරන අවස්ථාවන් පර්යේෂකයාට සෘජුවම අධීක්ෂණය කිරීමට නොහැකි වීම.

මෙහිදී, සති 4ක කාලයක් පුරා පාලිත පරිසරයක් යටතේ පර්යේෂණය සිදු කරන ලදී. නියැදිය සමාන කණ්ඩායම් දෙකකට බෙදන ලදී.

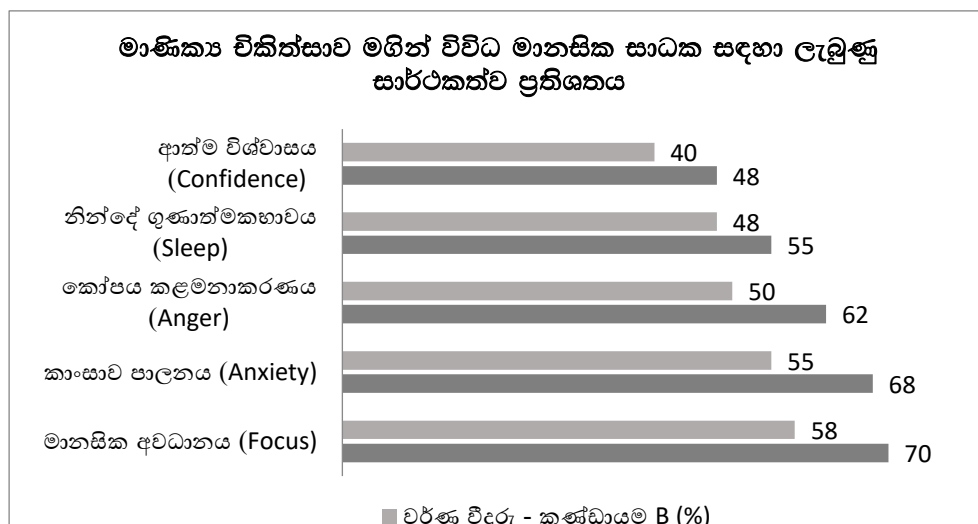
- 1) කණ්ඩායම A (පරීක්ෂණ කණ්ඩායම - 50) මොවුන්ට ස්වභාවික මැණික් වර්ග (Amethyst) ලබා දෙන ලදී.
- 2) කණ්ඩායම B (පාලන කණ්ඩායම - 50): මොවුන්ට මැණික්වලට සමාන පෙනුම ඇති වර්ණ විදුරු කැබලි (Placebo) ලබා දෙන ලදී.

සියලුම සහභාගී වූවන් දිනකට විනාඩි 15 බැගින් අදාළ ස්ථිතික අතේ තබාගෙන මෙනෙහි කිරීමේ අභ්‍යාසයක (Mindfulness Exercise) නිරත වූ අතර, දිවා කාලයේදී එය සිරුරේ ස්පර්ශ වන සේ පැළඳ සිටියහ. දත්ත රැස් කිරීම පූර්ව (Pre-test) සහ පශ්චාත් (Post-test) ප්‍රශ්නාවලි මගින් සිදු කරන ලදී.

ප්‍රශ්නාවලි මගින් ලබාගත් ප්‍රමාණාත්මක දත්ත සංඛ්‍යානමය මෘදුකාංග (Statistical Tools) භාවිතයෙන් විශ්ලේෂණය කරන ලදී. එක් එක් මානසික සාධකය සඳහා සහනය ලැබූ පුද්ගලයන්ගේ ප්‍රතිශතයන් සහ සතිපතා සිදු වූ ප්‍රගතිය ප්‍රස්ථාර සහ වගු ඇසුරින් නිරූපණය කරන ලදී.

ප්‍රතිඵල හා සොයා ගැනීම්

සති 4ක පර්යේෂණ අවසානයේ ලබාගත් ප්‍රමාණාත්මක දත්ත මගින් මාණිකාස භාවිතය මනෝ සංරක්ෂණයට දක්වන දායකත්වය පැහැදිලිවම නිරූපණය විය.



වගු අංකය 01. මාණිකාස භාවිතය මගින් විවිධ මානසික සාධකයන් සම්බන්ධයෙන් සහනය ලැබූ බව වාර්තා කළ සහභාගීවන්නන්ගේ ප්‍රතිශත ව්‍යාප්තිය

ඉහළම සාර්ථකත්වය 70% මනසේ අවධානය රඳවා ගැනීම සහ තීරණ ගැනීමේ හැකියාව වර්ධනය වීම කෙරෙහි මාණිකාස භාවිතය උපරිම දායකත්වයක් ලබා දී ඇත.

කණ්ඩායම් අතර වෙනස: සැබෑ මැණික් වර්ග භාවිත කළ කණ්ඩායම තුළ, වර්ණ විදුරු භාවිත කළ කණ්ඩායම ට වඩා 12% ක ස්ථාවර සහ දීර්ඝකාලීන මානසික සන්සුන් බවක් නිරීක්ෂණය විය. මෙයින් පැහැදිලි වන්නේ ජලේසෙබෝ ආවරණයට අමතරව මැණික්වලින් නිකුත් වන භෞතික ගුණාංගයන් ද ප්‍රතිඵල කෙරෙහි බලපා ඇති බවයි.

සාකච්ඡාව

මාණිකාස සහ ස්ඵටිකවල පවතින්නේ ද අතිශය විධිමත් පරමාණුක සැකස්මකි (Precise Geometric Lattice Structure) මෙම ව්‍යුහය නිසා ඒවායින් නිරන්තරයෙන්ම ඉතා ස්ථාවර, සියුම් විද්‍යුත් චුම්බක සංඛ්‍යාතයන් නිකුත් කෙරේ. පුද්ගලයෙකු දිගුකාලීනව මැණික් වර්ගයක් පැළඳ සිටින විට හෝ ස්පර්ශ කරන විට, ශරීරයේ පවතින අසමබර සහ අවුල් සහගත ශක්ති රටාවන්, මැණික් ගලෙහි පවතින මෙම ස්ථාවර සංඛ්‍යාතයට අනුගත වීමට පටන් ගනී. මෙම ක්‍රියාවලිය විද්‍යාවේදී සමමුහුර්තකරණය (Entrainment) ලෙස හැඳින්වේ.

පීසෝ ඉලෙක්ට්‍රික් ආවරණය සහ ස්නායු සන්නිවේදනය (Piezoelectric Interaction) ක්වාර්ට්ස් (Quartz) සහ තවත් බොහෝ මාණිකාස වර්ග යාන්ත්‍රික පීඩනයකට ලක් වූ විට (උදා: සමී තද වී පැවදීම හෝ අතින් අල්ලා ගැනීම) ඉතා ක්ෂුද්‍ර මට්ටමේ විද්‍යුත් ආරෝපණයක් නිපදවයි. මෙය පීසෝ ඉලෙක්ට්‍රික් ආවරණය (Piezoelectric Effect) ලෙස විද්‍යාත්මකව ඔප්පු කර ඇත. මන්ත්‍ර ශබ්ද මගින් ශරීරයේ (Vagus Nerve) නම් ස්නායු උත්තේජනය කර මනස සන්සුන් කරන්නා සේම, මැණික් මගින් නිකුත් කරන මෙම ක්ෂුද්‍ර විද්‍යුත් ආරෝපණ, ශරීරයේ ස්නායු පද්ධතිය හරහා මොළයේ චිත්තවේග පාලනය කරන (Limbic System) වෙත ධනාත්මක උත්තේජනයන් සපයයි.

දීර්ඝකාලීන භාවිතය සහ “සිද්ධි වීම” (The Phenomenon of Activation) මන්ත්‍රයක් දිගුකාලීනව, නැවත නැවත ජප කිරීමේදී මොළයේ ස්නායු පද්ධතිය තුළ නව ධනාත්මක සන්නිවේදන පථ (Neuroplasticity) නිර්මාණය වන අතර, එය අධ්‍යාත්මිකව “මන්ත්‍රය සිද්ධි වීමක්” හෝ සක්‍රිය වීමක් ලෙස හැඳින්වේ.

මාණිකාස භාවිතයේදී ද දිගුකාලීනව (මාස හෝ වසර ගණනාවක්) එකම මැණික් වර්ගය පැළඳ සිටීමෙන්, පුද්ගලයාගේ ජෛව-ක්ෂේත්‍රය (Bio-field) සහ මැණික් ගලෙහි ස්ඵටික-ක්ෂේත්‍රය අතර ස්ථාවර ශක්තිමය පාලමක් (Energetic Bridge) ඉදිවේ. කාලයත් සමඟ මොළය විසින් එම මැණික් ගලෙහි ස්පර්ශය හෝ දර්ශනය, සන්සුන්භාවය සඳහා වූ සංඥාවක් (Conditioned Anchor) ලෙස හඳුනා ගනී. මෙමගින් මැණික් ගලෙහි බලපෑම ශරීරය තුළ උපරිම අයුරින් ක්‍රියාත්මක වීමට පටන් ගන්නා අතර, එය “මැණික් ගල සක්‍රිය වීමක්” හෝ සිද්ධි වීමක් ලෙස අත්දැකිය හැකිය.

යෝජනා

මෙම පර්යේෂණයේ සොයාගැනීම් මත පදනම්ව නූතන මනෝ සෞඛ්‍ය ක්ෂේත්‍රයේ ප්‍රගතිය උදෙසා පහත යෝජනා ඉදිරිපත් කරනු ලැබේ.

- ඒකාබද්ධ චිකිත්සක ප්‍රවේශය (Integrative Medicine) මාණිකාස චිකිත්සාව බටහිර වෛද්‍ය ප්‍රතිකාර හෝ මනෝවිද්‍යාත්මක උපදේශන සඳහා ආදේශකයක් ලෙස නොව, රෝගියාගේ සුව වීමේ වේගය වැඩි කරන පරිපූරක මෙවලමක් ලෙස ඒකාබද්ධව භාවිත කළ යුතුය.
- ප්‍රමිතිකරණය සහ සහතිකකරණය: ප්‍රතිකාර සඳහා යොදාගන්නා මාණිකාස 100% ක්ම ස්වාභාවික විය යුතුය. කෘතිම හෝ තාප ප්‍රතිකාර කළ (Synthetic or Treated) ගල්වල පරමාණුක ව්‍යුහය වෙනස් වන බැවින් ඒවායින් නිවැරදි කම්පන සංඛ්‍යාතයන් නොලැබේ. එබැවින් රසායනාගාර සහතික ලත් මැණික් පමණක් භාවිත කළ යුතුය.

- තාක්ෂණික පර්යේෂණ පුළුල් කිරීම: මානිකයා භාවිත කරන අවස්ථාවලදී මිනිස් මොළයේ තරංගවල සිදුවන ක්ෂණික වෙනස්කම් නිරීක්ෂණය කිරීම සඳහා (EEG Electroencephalogram) වැනි උසස් තාක්ෂණික උපකරණ භාවිත කරමින් ඉදිරියේදී පර්යේෂණ පැවැත්විය යුතුය.

නිගමනය

මනෝකායික ස්වාස්ථතාවය උදෙසා මානිකයා භාවිතය මගින් නූතන මනෝවිද්‍යාත්මක උපදේශන ක්ෂේත්‍රය තුළ සාර්ථක සහ විද්‍යාත්මක පරිපූරක ප්‍රතිකාරක (Complementary Therapy) ක්‍රමවේදයක් ලෙස ප්‍රමිතිකරණය කර භාවිත කළ හැකි බව මෙම අධ්‍යයනයෙන් නිගමනය කෙරේ.

මූල පද: මානිකයා විකිත්සාව, මනෝ සෞඛ්‍ය සංරක්ෂණය, පීසෝ ඉලෙක්ට්‍රික් ආචරණය, අනුනාදය, ජෛව-ක්ෂේත්‍රය, ජ්‍යෙෂ්ඨතාව ආචරණය, පරිපූරක ප්‍රතිකාර

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- The wisdom of Gemstone- Guardians - Compiled and Edited by Michael Katz



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ISSN

ISSN 3121-4738



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