

Fingers on Your Lips: Role of Education and Resilience in Attitude Towards Reporting Child Sexual Abuse (CSA) Among Teachers

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INTRODUCTION

Child sexual abuse is a global issue that affects children of all ages, gender, ethnicities, in varied socioeconomic classes and is at the forefront in the line of widespread social issues and social problems (Collin-Vezina et al., 2013). One professional role that is ideally placed to contribute to child protection is the teacher (Goldman, 2010). Attitude towards reporting refers to a personal factor, namely the teacher's evaluation of reporting child sexual abuse (Walsh et al., 2010).

Resilience is also important for teachers in how they exercise a sense of agency and address challenges (Cameron & Lovett, 2015). A resilient teacher is saturated by multiple qualities including bouncing back from difficult situation, coping stress and tensed situations, flexible and adaptable in different situations, affirmative, seeker for helping and the best communicator (Mansfield et al., 2012).



OBJECTIVE

1. To investigate the relationship between resilience and the attitude towards reporting child sexual abuse among teachers.
2. To investigate the moderating role of education on the relationship between resilience and the attitude towards reporting Child Sexual Abuse.

HYPOTHESES

1. Education will have a moderating influence on the relationship between resilience and attitude towards reporting Child Sexual Abuse among teachers.
2. Education will have a moderating influence on the relationship between resilience (personal competence) and attitude towards reporting Child Sexual Abuse among teachers.
3. Education will have a moderating influence on the relationship between resilience (trust in one's instincts) and attitude towards reporting Child Sexual Abuse among teachers.

METHOD



Research Design

The research follows a cross-sectional research design

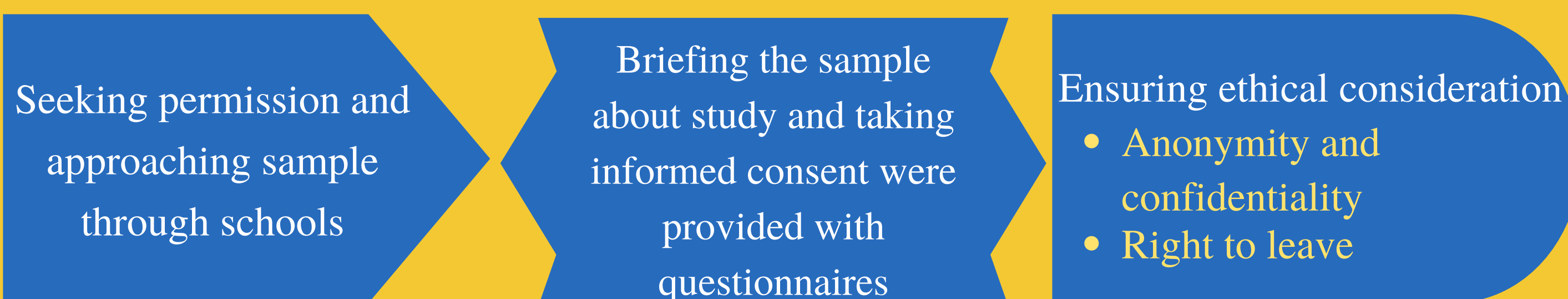
Sample

Teachers ($N=262$), females ($n=165$), and males ($n=97$), age ranged from 21- 66 years ($M=35.73$; $SD=9.99$) from public and private sector schools in Islamabad and Rawalpindi were selected through purposive sampling. Inclusion criteria; minimum teaching experience of at least one year were selected.

Instruments

| Item no. | Reverse scored item | Score range | α | Operational definition | Subscales of the Scale |
|----------|-----------------------|-------------|----------|--|--|
| 25 | | 0-100 | .89 | High score on this scale indicates greater resilience | 1. Personal competence 2. Trust in one's instincts 3. Positive acceptance of change 4. Control 5. Spiritual influences |
| 14 | Item-1,4,5,6,7,8,9,12 | 14-70 | .76 | A high score on this measure represents high reporting attitude towards Child Sexual Abuse | 1. Commitment to the reporting role 2. Confidence in the system's response to reports 3. Concerns about reporting |

Procedure



DISCUSSION & CONCLUSION

Teachers feel insufficiently prepared to speak out child sexual abuse as they are unaware of both recognizing and reporting. The reason is that they are short of knowledge. It has been demonstrated that resilience, may serve to forecast stances towards child sexual abuse reporting, in which it acts as a barrier rather than protective factor for the attitude towards reporting child sexual abuse. In all cases where people are considering reporting child sexual abuse, their resilience becomes their barrier.

RESULTS



Findings demonstrate that **education moderate** the relationship between resilience and attitude towards reporting child sexual abuse.

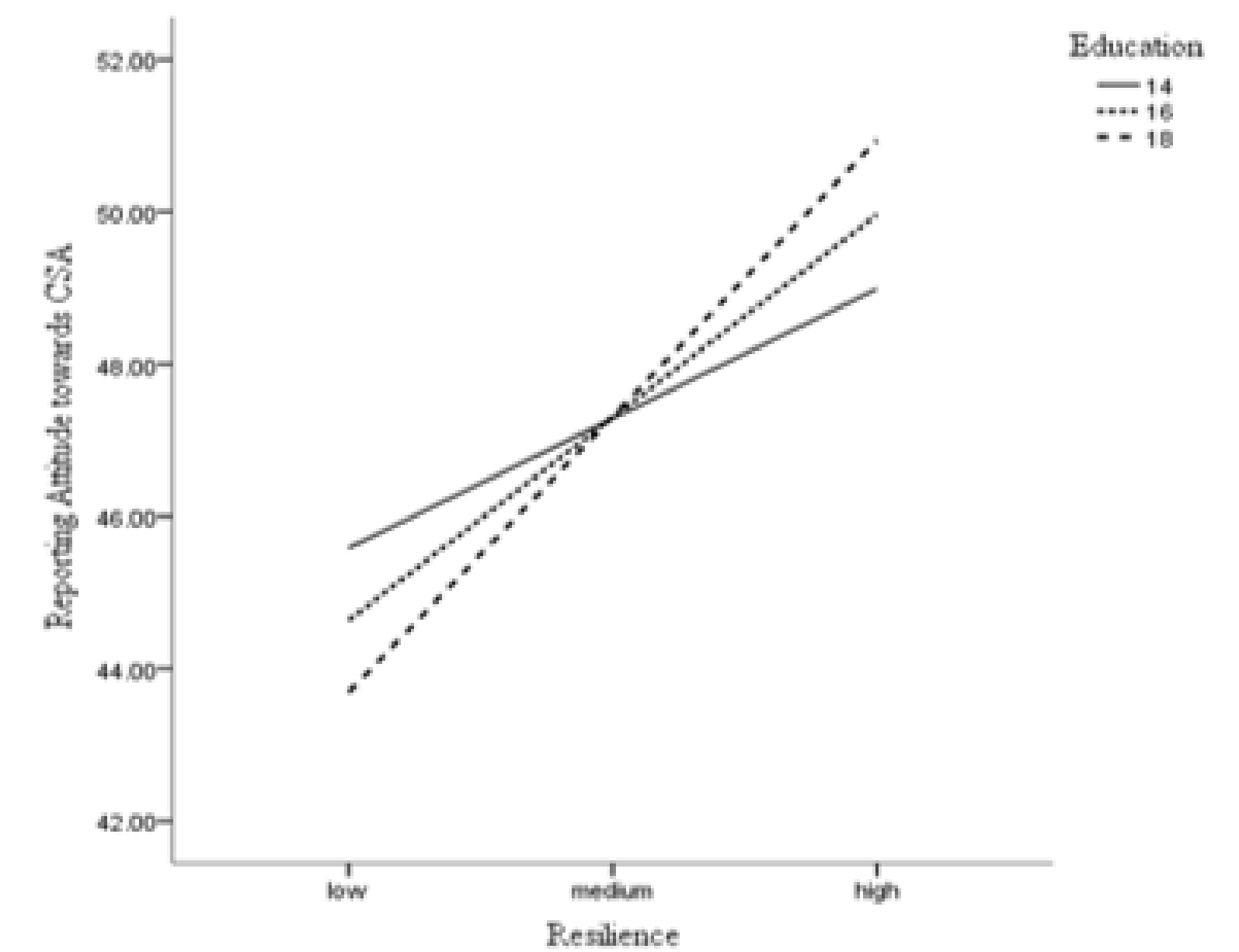
The interaction effect of education on the relationship between resilience and reporting attitude indicate that the relationship is **moderated** by the years of education by **15 %**.



Table 1
Interactional Effect of Formal Years of Education in the Relationship Between Resilience and Reporting Attitude Towards Child Sexual Abuse ($N=262$)

| Variables | Reporting Attitude | | | |
|----------------------|--------------------|-----|-------|-------|
| | B | p | LL | UL |
| Constant | 47.30 | .00 | 46.45 | 48.15 |
| Resilience | 0.19 | .97 | -.70 | 0.73 |
| Education | 0.01 | .00 | 0.13 | 0.25 |
| Resilience*Education | 0.06 | .03 | 0.01 | 0.11 |
| R ² | 0.15 | | | |
| F | 15.02** | | | |

** $p < .01$

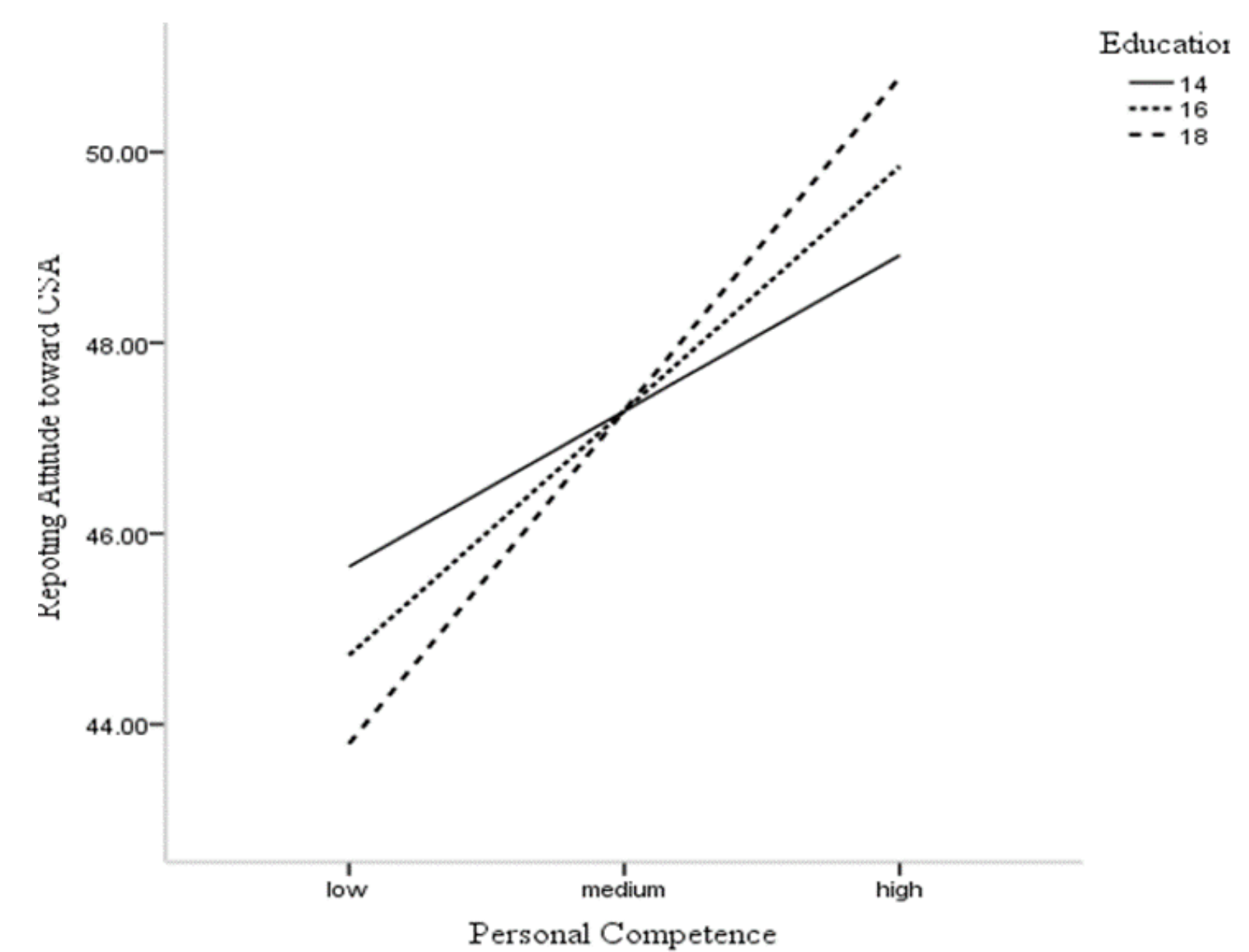


The interaction effect of education on the relationship between resilience (personal competence) and reporting attitude indicate that the relationship is **moderated** by the years of education by **13%**

Table 2
Interactional Effect of Formal Years of Education in the Relationship Between Resilience (Personal Competence) and Reporting Attitude Towards Child Sexual Abuse ($N=262$)

| Variables | Reporting Attitude | | | |
|--|--------------------|-----|-------|-------|
| | B | p | LL | UL |
| Constant | 47.28 | .00 | 46.42 | 48.15 |
| Resilience (Personal Competence) | 0.43 | .99 | 0.27 | 0.58 |
| Education | 0.00 | .00 | -.74 | 0.74 |
| Resilience (Personal Competence) * Education | 0.13 | .04 | 0.00 | 0.25 |
| R ² | 0.13 | | | |
| F | 10.34** | | | |

** $p < .01$

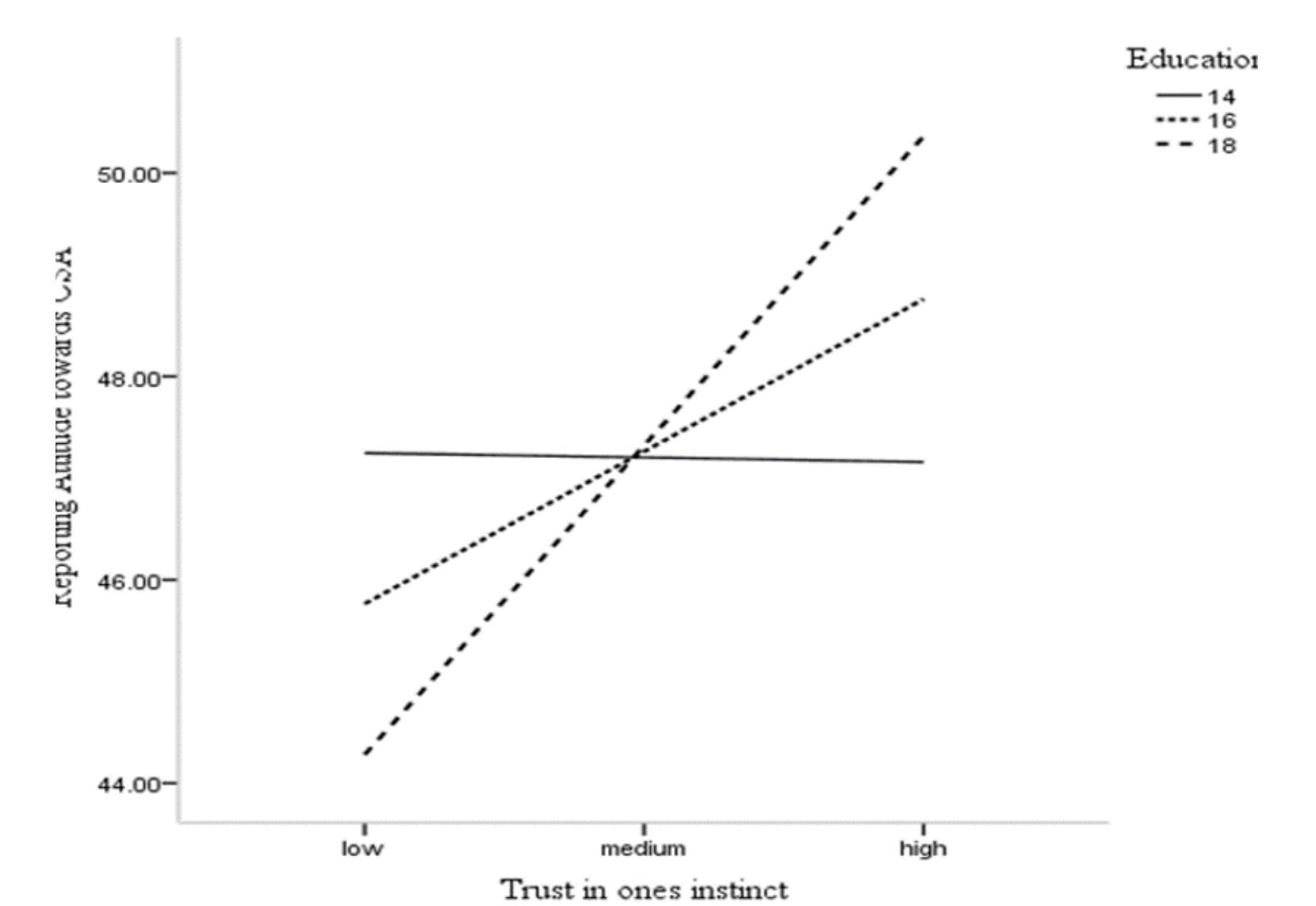


The interaction effect of education on the relationship between resilience (trust in one's instinct) and reporting attitude indicate that the relationship is **moderated** by the years of education by **7%**.

Table 3
Interactional Effect of Formal Years of Education in the Relationship Between Resilience (Trust in one's instincts) and Reporting Attitude Towards Child Sexual Abuse ($N=262$)

| Variables | Reporting Attitude | | | |
|--|--------------------|------|-------|-------|
| | B | p | LL | UL |
| Constant | 47.26 | .00 | 46.36 | 48.16 |
| Resilience (Trust in one's instinct) | 0.37 | .90 | 0.14 | 0.59 |
| Education | 0.05 | .00 | -.72 | 0.82 |
| Resilience (Trust in one's instinct) * Education | 0.32 | .001 | 0.13 | 0.51 |
| R ² | 0.07 | | | |
| F | 6.05** | | | |

** $p < .01$



LIMITATIONS & SUGGESTIONS

- Self report data of the participants, use of cross-sectional design and non probability are the limitations of the study.
- The study has a small male sample and large female sample.
- The variable sample from all provinces could help in generalization.

IMPLICATIONS

Findings of the study could help to improve and increase awareness in teachers about reporting child sexual abuse.



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