

# Assessment of Primary School Teachers' Knowledge regarding Child abuse in Kirkuk city

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## ABSTRACT

**Background and objective:** Child abuse is most often due to the problems besetting families, which can elevate the risks to children. These problems are complex and interconnected, and require coordinated, holistic responses. Child abuse and neglect has begun to demonstrate linkages between maltreatment and long-term adverse effects and other social problems. The purpose of this study was to assess the Primary School Teacher Knowledge's Regarding Child Abuse In Kirkuk City" and find out the relationship between Teacher Knowledge's and some socio-demographic characteristic

**Material and Method:** A descriptive study was carried out from July 2013 to April 2014. Data are collected through using the constructed questionnaire for the purpose of the study with the use of interview technique. Simple probability random sample of (100) science, manger and physical sport teachers is selected from (34) primary schools in Kirkuk city. A questionnaire is designed of (44) items for data collection, Data are analyzed through the application of the descriptive statistical analysis approach and inferential statistical approach. Frequencies, Percentage, men of score and chi-square.

**Results:** The findings of the study indicated that majority of the teachers were between age (40-49) years and constitute (44.0% ) , (54 .0%) from teachers were female ,(54.0% )were graduate from Institute and (82.0%) from them were married .

**Conclusion:** The result of the study find that overall depicts assessment are significant difference between teacher's knowledge and their some demographic data.

**Recommendations:** The study recommended educational program should be designed to increase people knowledge and awareness about their child abuse. Striking up the center to solve the child's problem. Providing scientific booklet, publication and journal about child abuse and Providing the special law to protect the child for abuses.

**Keywords:** Assessment, Primary School Teachers, Knowledge, Child abuse.

## INTRODUCTION

Child abuse Is the physical, sexual or emotional maltreatment or neglect of a child or children. In the United States, the Centers for Disease Control and Prevention (CDC) and the Department for Children And Families (DCF) define child maltreatment as

any act or series of acts of commission or omission by a parent or other caregiver that results in harm, potential for harm, or threat of harm to a child. Child abuse can occur in a child's home, or inthe organizations, schools or communities the child interacts with. There are four major categories of child abuse: neglect, physical, sexual, emotional abuse (Brown and Salzinger, 2009).

In Western countries, preventing child abuse is considered a high priority, and detailed laws and policies exist to address this issue. Different jurisdictions have developed their own definitions of what constitutes child abuse for the purposes of removing a child from his/her family and/or prosecuting a criminal charge. According to the Journal of Child Abuse and Neglect, child abuse is "any recent act or failure

to act on the part of a parent or caretaker which results in death, serious physical or emotional harm, sexual abuse or exploitation, an act or failure to act which presents an imminent risk of serious harm" (Herrenkohl, 2005).

However, Douglas J. Besharov, the first Director of the U.S. Center on Child Abuse and Neglect, states "the existing laws are often vague and overly broad" (Besharov *et. al.*, 1998.) and there is a "lack of consensus among professionals and Child Protective Services (CPS) personnel about what the terms abuse and neglect mean"(Krason *et. al.*, 2007) Susan Orr, former head of the United States Children's Bureau U.S. Department of Health and Services-Administration for Children and Families, 2001-2007, states that "much that is now defined as child abuse and neglect does not merit governmental interference" (Susan, 1999).

The primary purpose of this study was to assess Primary School Teacher's Knowledge about Child Abuse, and to find out the relationship between Primary School Teacher's Knowledge and some socio demographic characteristic

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## MATERIALS AND METHODS

To achieve the objectives of the study quantitative design (descriptive study) was carried out from July 2013 to the end April 2014 in order to assess the "Primary School Teacher Regarding child abuse in Kirkuk City.

The study is conducted in (34) primary school that receives all teachers in Kirkuk city, the schools are distributed throughout Shorja Q, Panga Ali Q, Shoraw Q, Raperin Q, Rezgary Q, Eskan Q, of (100) Science, manager and physical sport teachers. Shorja Q, shouhada Q, Rahemawa Q, Tesein Q, arafa Q, wasity Q, Wahedhuzairan Q, , Emam Qasim Q, Qadisialolaa Q, almualmeen Q, al-naser Q, al-askare Q, gharnata Q, al-mansoor Q, al-asra Q, adan Q.

The Simple probability random Sample of (100) science, manger and physical sport teachers is

selected from (34) primary schools in Kirkuk city. The sample is comprised of (46) male and (54) female . Through extensive review of relevant literatures, a questionnaire was constructed for the purpose of the study. Overall items included in the questionnaire were (2) parts included the following Part one demographic data this is comprised of (6) items and Part two general knowledge, sing and symptoms this is comprised of (38) items. 3-likert scale option was used in the rating scale as: (3) for Yes , (2) for I don't know , and (1) for No. The data collection process was performed from the period 3rd July 2013 up to the 20th of august 2013. The collected data were analyzed through the application of descriptive statistical analysis

(frequency and percentage) and inferential statistical data analysis (Chi-square).

## RESULTS

**Table (1) distribution of the demographic characteristics of the sample (N=100)**

No.	Age (years)	Frequency	Percentage
1	20-29	12	12
2	30-39	33	33
3	40-49	44	44
4	50-59	10	10
5	≥ 60	1	1
<b>Total</b>		<b>100</b>	<b>100</b>
No.	Gender	Frequency	Percentage
1	Male	46	46
2	Female	54	54
<b>Total</b>		<b>100</b>	<b>100</b>
No.	Level of Education	Frequency	Percentage
1	Secondary school graduate	13	13
2	Institute graduate	54	54
3	College graduate	33	33
4	Other	0	0
<b>Total</b>		<b>100</b>	<b>100</b>
No.	Marital Status	Frequency	Percentage
1	Single	12	12
2	Married	82	82
3	Divorced	2	2
4	Widow	3	3
<b>Total</b>		<b>100</b>	<b>100</b>
No.	Children number	Frequency	Percentage
1	Never	27	27
2	1-3	41	41
3	4-6	30	30
4	7 and more	2	2
<b>Total</b>		<b>100</b>	<b>100</b>
No.	Residing	Frequency	Percentage
1	Urban	94	94
2	Rural	6	6
<b>Total</b>		<b>100</b>	<b>100</b>

The table (1) shows that (44%) of the teachers are at age group (40-49) years and (1%) of them with age group ( $\geq 60$ ) years (12%). According to the gender of sample, (54%) of them of teachers were female, and the remaining (46%) of them male, and regarding to the educational level of teachers (54%) institute graduated and (13%) of them is secondary

school graduated, relative to Marital status show that (82%) were married, and (12%) of them were single, with respect to children number that (41%) have ( 1-3) child, and (2%) of them have (7 and more) child, the finding shows that (94%) teacher from urban, and (6%) of them live from rural.

**Table (2) Distribution of the Primary school teacher's knowledge regarding for child physical abuse with Mean of Scores , Percentage, Frequency, Severity and Chi-square.**

No	Consider the possibility of child physical abuse when the child	Yes		NO		I don't know		MS	Severity
		F	%	F	%	F	%		
1	Has unexplained burns, bites, bruises broken bones, or black eyes.	41	41	38	38	21	21	2.3	MS
2	Has fading bruises or other marks noticeable after an absence from school.	41	41	34	34	25	25	2	MS
3	Seems frightened of the parents and protests or cries when it is time to go home.	54	54	37	37	9	9	2.1	MS
4	Shrinks at the approach of adult.	54	54	38	38	8	8	2.1	MS
5	Report injury by a parent or another adult caregiver.	33	33	48	48	19	19	1.8	LS

**Obs.X<sup>2</sup> = 24.286      DF = 8      Crit. X<sup>2</sup> = 15.51**

This table indicates that the mean of score was moderate significant in items (1,2,3,4) and low significant in items (5).

**Table (3) Distribution of Consider the possibility of neglect the parent or other adult caregiver with Mean of Scores for , frequency, percentage , severity and Chi-square.**

No.	Consider the possibility of neglect when the parent or other adult caregiver.	Yes		NO		I Don't Know		MS	Severity
		F	%	F	%	F	%		
1	Appears to be indifferent to the child.	50	50	30	30	20	20	2.2	MS
2	Seems apathetic or depressed.	46	46	37	37	17	17	2.06	MS
3	Behaves irrationally or in a bizarre manner.	44	44	44	44	12	12	2	MS
4	Is abusing alcohol or other drugs.	21	21	53	53	26	26	1.68	LS

**Obs.X<sup>2</sup> =25.292      DF=6      Crit. X<sup>2</sup> = 12.59**

This table indicates that the mean of score was moderate significant in items (1,2, 3) and low significant in items (4 ).

**Table (4) Distribution of the Primary school teacher's knowledge regarding for child emotional abuse with Percentage, frequency , mean of scores , severity and Chi-square.**

No	Consider the possibility of emotional abuse when the child	Yes		NO		I Don't Know		MS	Severity
		F	%	F	%	F	%		
1	Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression.	59	59	30	30	11	11	2.29	MS
2	Is either inappropriately adult (parenting other children, for example) or in appropriately infant (frequently rocking or head banging, for example).	41	41	40	40	19	19	2.01	MS
3	Is delayed in physical or emotional development.	48	48	34	34	18	18	2.14	MS
4	Has attempted suicide.	22	22	55	55	23	23	2.24	HS
5	Reports a lack of attachment to the parent	48	48	35	35	17	17	2.13	MS

**Obs.X<sup>2</sup> =31.219    DF=8            Crit. X<sup>2</sup> = 15.51**

This table indicates that the mean of score was highly significant in items (4 )and moderate significant in items (1,2,3,5).

**Table (5) distribution of the Primary school teacher's knowledge regarding for child sexual abuse with Percentage, frequency , mean of scores , severity and Chi-square**

No.	Consider the possibility of sexual abuse when the child	Yes		No		I Don't Know		MS	Severity
		F	%	F	%	F	%		
1	Has difficulty walking or sitting.	41	41	43	43	16	16	1.96	LS
2	Suddenly refuses to change for gym or to participate in physical activities.	38	38	48	48	14	14	1.9	LS
3	Report nightmares or bedwetting.	33	33	45	45	22	22	1.88	LS
4	Experiences a sudden change in appetite.	31	31	35	35	34	34	1.96	LS
5	Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior.	40	40	45	45	15	15	1.95	LS
6	Runs away.	39	39	44	44	17	17	1.95	LS
7	Reports sexual abuse by a parent or another adult caregiver.	24	24	46	46	30	30	1.78	LS

**Obs.X<sup>2</sup> =26.646    DF=12            Crit. X<sup>2</sup> = 21.03**

This table indicates that the mean of score was low significant in items (1,2,3,4,5,6,7).

**DISCUSSION**

The demographic characteristic shows that (44%) of the teachers are at age group (40-

49) while (1%) of them with age group (≥ 60) years, According to the gender of sample, (54%) of them of teachers were female, and the

remaining (46%) of them are male, and regarding to the educational level of teachers (54%) institute graduated and (13%) of them is secondary school graduated, Relative to Marital status show that (82%) were married, and (12%) of them were single, with respect to children number that (41%) have ( 1-3) child, and (2%) of them have (7 and more) child, the finding shows that (94%) teacher from urban, and (6%) of them live in rural.

The study supported by (Julie Kos, 2004) that primary school teachers (80 female) and their ages ranged from 23 to 49 years, with an average age of 36.22 years , (SD = 9.68 years) Teacher's demographic details (Julie, 2004).

The National Education Association, 2001) reported that only 9% of America's elementary school teachers were men. More than a decade later, the situation has improved little; for example, the Bureau of Labor and Statistics (as cited by the Men Teach organization) reported that 18.8% of elementary and middle school teachers in America were men. (Jones, 2003) cites female teachers' concerns about the comparatively low number of men in the teaching profession and their hope of having more male elementary colleagues to offset the disproportionate number of female teachers (National Education Association, 2001).

The analysis was conducted on (4) items to assess the primary school teacher knowledge regarding child abuse about his signs and symptoms.

Relative to the teachers knowledge about chilled physical abuse, The result indicates that the mean of score was moderate significant in four items ( Has unexplained burns, bites, bruises broken bones, or black eyes. Has fading bruises or other marks noticeable after an absence from school. Seems frightened of the parents and protests or cries when it is time to go home. Shrinks at the approach of adult). with respect of low significant in one item ( Report injury by a parent or another adult caregiver).

Gilbert (2009) mention the physical abuse is an act of another party involving contact intended to cause feelings of [physical pain](#), [injury](#), or other physical suffering or [bodily harm](#).

It is well documented in studies of child physical abuse around the world that skin manifestations were the most frequent presentation, The rate of fractures in this study was 10.5% and head injury was 9.7% ( El-Hak *et. al.*, 2009).

Regarding to the child emotional abuse. The result indicates that the mean of score was moderate significant in four items (Shows extremes in behavior, such as overly compliant or demanding behavior, extreme passivity, or aggression. Is either inappropriately adult (parenting other children, for example) or inappropriately infant (frequently rocking or head banging, for example. Is delayed in physical or emotional development. Reports a lack of attachment to the parent).

Radford *et. al.* (2011) found that just fewer than 7% of the 18-24 year olds they questioned had experienced emotional abuse during their childhood[8]. Emotional abuse can affect a child throughout their life especially their social and cognitive development (Riggs, 2010).

According to the chilled sexual abuse, The result indicates that the mean of score was low significant in all seven items(Has difficulty walking or sitting. Suddenly refuses to change for gym or to participate in physical activities. Report nightmares or bedwetting. Experiences a sudden change in appetite. Demonstrates bizarre, sophisticated, or unusual sexual knowledge or behavior. When a chilled Runs away and Reports sexual abuse by a parent or another adult caregiver. Other study in India by (Rosenzweig ,(2009) shows that 21.90% child respondents reported facing severe forms of sexual abuse and 50.76% other forms of sexual (Rosenzweig, 2009).

A fact that a recently released report by Human Rights Watch confirms in a report they released in Luck now, One look at the report on child sexual abuse termed, "Breaking the Silence-Child Sexual Abuse in India" and the horrifying reality would become more than evident (Anjali, 2013).

## CONCLUSION

The study concluded that the most study sample were in age group between (40-49), and most of them were female, Marriage, and having a (1-3) child, and most of the them institute graduate and majority of the sample residing in urban.

## RECOMMENDATIONS

Educational programs should be designed to increase people and teacher's knowledge and awareness about their child abuse. The study also recommends striking up the center to solve the child's problem. Providing scientific booklet, TV program, publication and journal about child abuse. Providing the special law to protect the

child for abuses. Recruitment of sociologist in all schools to decries the state of abuses.

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