

Child Sexual Abuse: Effectiveness of Teachers in its Prevention

BY

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Abstract:

This research article highlights the role and effectiveness of teachers in preventing Child Sexual Abuse (CSA). CSA is an action carried out by adult abusers aimed at satiating their abnormal sexual urge particularly with minors who do not possess an independent opinion. It not only bears adverse impacts on the victims and their families but also on the society as a whole. It is significant to enable victims cope up with the after effects of the evil act and help them in their personality development without jeopardizing their psychological order. Moreover, our study finds that counseling of teachers is critical in the prevention of such heinous crimes. The scope of study is limited to the schools of Quetta, Pakistan. The qualitative mode of Research was adopted and for analyzing the data gathered from the key informants' interviews, Thematic Analysis Method was used. As a whole, this study found that the government should earmark a special fund to support the teachers and professionals in curbing the curse of CSA.

Keywords: Child Sexual Abuse (CSA), Role of teacher in Preventing CSA, CSA in Schools, Quetta, Balochistan

Introduction:

Child Sexual Abuse (CSA) is one of the most shameful and destructive crime challenging all societies of the world today. It harms the safety and wellbeing of children and shatters the harmony of all societies and families. Moreover, sexual Abuse is the term which has been using for long period of time since the human societies existed in the world. But, we would like to be more specific to the CSA in Balochistan context. We are focusing to discover and check the effectiveness of teachers in preventing

CSA, and also to get the perceptions of key informants that why teachers are unable to prevent the crime under their care. This paper provides radical solutions for the prevention and how schools can fight against CSA.

Concept of Child Sexual Abuses (CSA):

CSA or child molestation is a type of child abuse where an adult or older abuser exploits a child for sexual stimulation. It also involves activities like indecent exposure or pornography. In most cases CSA is done in various types of settings including home, school, or workplace, open field, jungles, and streets even shopping places. For some social welfare groups, the issue of Child marriage is also matter of CSA. In most cases Child marriage is well-organized and most prevalent form of sexual exploitation against young. Such tendencies bring very devastating effects over victims like depression and post-traumatic stress and disorder. (Beridiansyah, 2014)

Teacher's Role in Preventing CSA:

The Role of teacher in preventing CSA is always very significant. Teacher's role has been considered an important tool in identifying, reporting and preventing child abuse as children spend most of their time with their teachers in schools. Due to having very close contact with each other, the students-teacher relationship provides an excellent opportunity to teachers to get more access to students in terms of preventive measures. (KIMBERLY RENK, January 1, 2002)

Definitions:

According to World Health Organization (WHO) *“the involvement of a child in sexual activity that he/she does not completely realize and unable to bounce informed consent, or else for which the minor is not ready and can't stretch consent”* This definition includes both adult and child offenders, provided that the offender overpowers and take the advantage of the child which fulfills the sexual desires of the offenders. Moreover, sexual activity can or cannot include physical contact. (WHO 1999)

Statement of the Problem:

Teacher is not just a subject specialist who gets training what to teach and how to teach rather his role demands something beyond his main teaching job. Now society expects that the teacher has to counsel students in their personal issues no matter if these issues are directly or indirectly related to their studies. The increase number of CSA cases reported on daily basis is a matter of serious concern.

Research Questions:

- **RQ1:**How effective is teachers' role in curbing CSA in the schools of Quetta City?
- **RQ2:**What impacts does CSA bear on the personality development of child?
- **RQ3:** What are the radical solutions in order to minimize CSA at school level in Quetta?

Literature Review:

There is much literature available which highlights the gravity of CSA in Quetta and its surroundings. Beside this CSA is also targeted by academicians in advanced societies. This literary work asserts the need for the involvement of teachers in the prevention of CSA. Although plethora of literature focusing CSA but here few of these sources with its subject matter is discussed.

Risks Factors involved to Child Sexual Abuse:

CSA often occurs in a family setting in which there might be low family support for children and high stress atmosphere, such as high poverty, greediness, domestic violence, low parental education, single parenting, parent's blind eye for the care of children and limited prevention efforts in family and in schools. Moreover, other such factors as online risk, absence of CSA knowledge in curriculum, mental health problems, physical disabilities, lack of social support etc. These situations may increase the risk of CSA. In addition to the above mentioned situations, out of home children may be mostly at risk of sexual abuse, such as violent street life they may be abused and forced to involve in sexual activities. Furthermore, children living in conflict environments are also at risk of CSA. Some of the unaccompanied children are also at high risk that have been separated from their families and might not meet suitable

protection. In addition, children in imprisonment, militaries, working children, adolescent mothers that may lack support or resources for protection. (Laura K. Murray, 2014)

Child Sexual Abuse in Pakistan:

Among many Developing Nations including Pakistan, the number of exact CSA cases is very hard to collect due to various social, cultural and religious hindrances. Talking about CSA in Pakistan is difficult because, for most Pakistanis, this topic is considered a taboo. "We are living in a country where individuals don't openly talk about CSA. Additionally, decent people just don't want to discuss or talk about CSA. Usually people in Pakistan are not clear about many forms of CSA. Furthermore, the report suggested that this could be owing to absence of awareness regarding CSA and its various forms as in people don't consider many forms as CSA and accept it as part of everyday life in Pakistan. (IRIN, 21 February 2001)

Research Methodology:

In this study qualitative mode of research method was adopted in order to address the aim of the present research. Qualitative research is associated with developing clarifications of social occurrences. It aims to support us to know the social domain in which we are living and how things are the way they are. It is linked with the social features of our world and search for to answers question about the facts of Why individuals act the way they perform and in what manner their views and attitudes are molded Likewise, In what way people are affected by the occasions that go on nearby them and by what means and why cultures and practices have established in the way they have adopted. This study was a checking the role and effectiveness of teachers in preventing child sexual abuse focusing on Quetta city, capital city of Balochistan, Pakistan. (Beverley Hancock, 2009).

Research Data Sources:

It is matter of fact that both primary and secondary data is equally important for current research study. According to Saunders (2009), "*The studies in social sciences normally use the primary research coupled with secondary research or the secondary research alone*" in the same connection current research is focusing over qualitative modes of research, therefore, following data source has been used in the same mode. Main

primary data source was include Key informants Interviews. Furthermore, for secondary data various literatures were reviewed.

Universe:

Targeted universe for this research was Balochistan and focused location was Quetta city as research location. Quetta city is the capital of Balochistan province with a population of 2,275,699.00 inhabitants. The Quetta is selected because of easy accessibility of Key Informants and time conveniences of researcher as well.

Sampling and Participants:

In this research article population contained regular schools teachers of public, private, NGOs and Religious schools. Moreover, apart from teachers, inputs from eight (8) other stakeholders were also incorporated in this study that is directly or indirectly linked with child protection. Purposive sampling was used to select 10 schools within the Quetta City. Moreover, the sample was used to select 1-2 teachers from each school bringing total participants to 14 teachers and 8 other key stakeholders that both totaled 22.

Data Collection and Analysis:

This research is of qualitative mode mainly includes Key Informants Interview Guide. The development of this tool was well thought-out and conceivable because it assists Key Informants to respond without restrictions and in the ease of their confidentiality. Additionally, in this study face to face interviews were conducted which provide opportunity to probe and explain the issue. In short, this data collection source provides an appropriate framework for qualitative data analysis. Furthermore, the data was analyzed by using thematic analysis which Braun and Clark (2006) defined as a technique for identifying, analyzing and reporting themes within the data.

Table: 1.
Respondents & Tools for Data Collection
RESPONDENTS & TOOLS FOR DATA COLLECTION

S. No	RESPONDENT CATEGORY	DATA COLLECTION METHOD	TOOLS OF DATA COLLECTION
1	Key Informants (Teachers & other Stakeholders, such as, NGOs Persons, Media Persons, University Students and Lawyer)	Interview technique	Key Informants Interview Guide

Results and Discussions:

This research paper set to examine the role and effectiveness of teachers in preventing child sexual abuse. In addition, findings of this research paper are based on the research paper questions that are used as central themes as well in this research article.

Table: 2
Themes suggested by Key informants:

Themes	Sub-themes
Limited CSA prevention efforts at school level.	<ul style="list-style-type: none"> a) Teachers didn't understand CSA properly b) Teachers are indifferent with CSA prevention and often non-cognizant of the vice c) School have not any relevant mechanism of taking notice the CSA case d) Teachers and students private meetings increase CSA risk e) Schools didn't provide space to CSA victims where they share their fears f) Lack of specific techniques and instruments at school due to which teachers are unable to handle CSA issue at school level.
Teachers are unfamiliar with the sensitivity of CSA	<ul style="list-style-type: none"> a) Teachers' information on the severity of CSA preventions are limited and insufficient b) Teachers are not prepared with complete understandings against CSA c) Lack of professional & personal skill development of teachers regarding CSA related issues
Teachers didn't know the different forms of CSA.	<ul style="list-style-type: none"> a) Teachers, with few exceptions compressively understand different dimensions of the sexual abuse, such behavioral abuse, physical touching, harassment and other psychological torture the other all knew CSA only in its extremity; the intercourse.
The teachers are not given trainings/courses on the issue of CSA, other than education.	<ul style="list-style-type: none"> a) Teachers are not acquainted with behavioral and emotional Counseling b) Teachers are not trained in building confidence of the victim c) Teachers didn't know the legal procedure of reporting and registration CSA cases
CSA victims will experience number of educational problems	<ul style="list-style-type: none"> a) CSA victims may lost attention on his/her studies b) CSA victims educational progress may become deteriorates, c) CSA victims may have lower educational results than other their non-abused peers.
Government didn't take the CSA matter as serious Problem	<ul style="list-style-type: none"> a) Department of education role is non-existent and haphazard in prevention of CSA b) Absence of CSA curriculum and knowledge at school c) Government have not fixed a special fund to support the teachers and professionals in curbing the curse of CSA d) Lack of free Legal and medical support to the victims

CSA is linked with number of negative impacts	<ul style="list-style-type: none"> a) CSA has severe short and long term negative impacts on child personality such as physical, psychological, emotional, societal and mental. b) CSA victims have problems with fulfilling a decent social life in society, c) CSA victims may not obtain a good job d) CSA victims may face numerous psychological complaints, such as depression, anxiety, stress disorder and personality disorders e) CSA victims committed high level of self-harm such as suicide attempt and alcohol and drug using. f) CSA victims may become habitual of sex g) CSA victims may become engage in uncertain sexual manners in his/her early age
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Based on table given above it can be seen that majority of key informants believed that there are limited CSA prevention efforts at schools level. In the same connection, following are the main themes that were responded by key informants.

Theme One: *How effective is teachers' role in curbing CSA in the schools of Quetta City?*

This study pursued to find out that how teachers is operating their role in preventing child sexually abuse in schools of Quetta city. In this connection, the key informants were asked to give their views and ideas about the current role of teachers against child sexual abuse, in this regard their opinions are as under:-

Key Informants in this research paper have multiple perceptions about significant role of teachers in preventing Child Sexual Abuse. Most of the key informants exposed that teachers are still have a long way to go before they can manage the CSA prevention appropriately at Quetta, Balochistan. They added that the teachers' information on the severity of CSA preventions are limited and insufficient at schools of Quetta and they are not prepared with complete understandings against CSA and they are unfamiliar with the sensitivity of CSA. Some of key informants believed that teachers in Quetta are indifferent and often non-cognizant of this vice, they shared that hardly a few teacher did comprehensively understand different dimensions of the abuse, such as behavioral abuse, physical touching, harassment, and psychological torture and other all knew CSA only in its extremity: the intercourse.

Furthermore, a number of key informants highlighted that teachers are not receiving any refresher course on issues other than pedagogy and they are not acquainted with behavioral and emotional counseling of students. They are not trained in building confidence of the victims. They could not discern CSA victims by realizing their emotions. Teachers did not know the legal procedure of reporting, registering, rehabilitating the CSA cases. Neither the schools neither had any relevant mechanism of taking notice of and reporting the cases nor were the victims encouraged to speak for the injustice and offense.

In addition, most of the key informants cited that there are limited CSA prevention efforts at schools level, such as absence of CSA prevention curriculum and knowledge, students and teachers' private meetings and many more. These all happening due to relaxed school management.

Finally, it is understood that, the shame of child sexual abuse have existence at schools and management of school have not so far undertaking any serious steps against CSA prevention due to which victims are becoming on the mercy of offenders and they count them their own property. In short, there are direct obligations on schools to make available the highest possible standard of care in order to endorse the students' well-being and shelter them from the harm of CSA. But unfortunately, school and family both are not providing space to children where children can share their fears.

Theme Two: *What impacts does CSA bear on the personality development of child?*

Key informants in this study were asked to give their views and ideas on the impacts of sexual abuse on child personality.

Child Sexual abuse has number of impacts on the personality of child. Approximately all key informants were believed that CSA is linked with number of negative short and long term impacts it may include mental health and developmental consequences amongst children. While very little number of informants deprived of the statement. Moreover, it is highlighted by most of the key informants that CSA has severe negative impacts on child personality such as physical, psychological, emotional, societal and mental. Moreover, the findings of this research paper exposed that it may possible that a child who sexually abused will experience educational problems at school and lost attentiveness on his/her studies and it may also happen that their educational progress become weakens,

and he/she may have lower educational results than other their non-abused peers.

Furthermore, almost all key informants cited that Child Sexual Abuse are associated with augmented risk for lifetime impacts of numerous psychological complaints, with depression, anxiety, stress disorder and personality disorders, except all these CSA has also mental health problems among victims that include high level of self-harm such as suicide attempt and alcohol and drug using and weaken physical health.

In addition, few of key informants shared that victim of Child sexual abuse may become habitual of sex and engage in uncertain sexual manners in his/her early age.

To end with, it cited that sufferers of Child Sexual Abuse may possibly have problems with fulfilling a decent social life in society, such as obtaining a good job, developing positive relationship with friendship and furthermore may not become have an effective parents.

Theme Three: What are the radical solutions in order to minimize CSA at school level in Quetta?

Key informants in this study were asked to give their inputs on the reduction of sexual abuse at schools Level of Quetta, Balochistan. In same connection the inputs taken from key informants in order to minimize such evil act are cited as below,

- By better reporting mechanism about CSA cases happened within school building
- By avoiding private meetings of teachers and students
- By having regular teacher's training sessions about handling CSA related issues
- By having better teacher's capacity and competence about handling CSA related issues
- By professional & personal skill development of teachers regarding CSA related issues
- By encouraging victimized student to express their bitter CSA related experiences with confidence
- For better prevention CSA at schools, educational curricula must be revised and specific techniques and instruments must to given to teachers to teach such Curriculum

- Police must provide proper support and assistance to the victims throughout the process and should follow through on the assurances.
- Teacher must be sensitive to the safety of the victimized students.
- Body Safety skills should be taught in schools to children in order to improve their awareness level to deal with sexual abuse.
- Parents should ask their children about relation with teachers
- Anti CSA Unite should be established in every school and supervise by school physical instructor
- Free Legal and medical support must be provided to Victims
- Action against Abusers should be highlighted by media

Conclusion:

In view of the above discussion, it is concluded that there is urgent need to devise a workable CSA reporting and response mechanism and at the same time disseminate the modalities of such mechanisms among the teachers, parents, students and society at large. As the study results show teachers knowledge about CSA is almost none, therefore huge responsibility in highlighting and preventing CSA lies with the teachers as they are the esteemed role models of society. Teacher is the suitable person to guide kids about the possible indicators of evil intention of abusers and the escape measures. And whenever victimized, teachers can help report and do justice to the victims by directing the case to relevant forums. Teachers have to know the sensitivity of the crime, and realize his professional and civic responsibilities in the aversion and abatement of CSA. As students are the fathers of future generations therefore their integrity, self-esteem, personality grooming and confidence building require high degree of dedication and altruism on the part of teachers and parents alike. Additionally, to facilitate such efforts it is essential to develop a suitable training program for Quetta's schools teachers that should be aimed to prevent CSA. As an alternative, parents, mass media, development sectors and Government should also take serious steps for the prevention of CSA; because such protections can be implemented only through community-wide and collective efforts. As a whole, the government should earmark a special fund to support the teachers and professionals in curbing the curse of CSA.

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